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# NORTH CAROLINA PUBLIC SCHOOLS

BIENNIAL REPORT  
PART I  
1944-1946



Sixty-eighth

Biennial Report of the State Superintendent of Public Instruction, 1899.

Part I.—Summary of recommendations.

Part II.—Statistical Report (1898).

Part III.—Subject Report (1898).

PUBLICATION No. 264

BIENNIAL REPORT  
*of the*  
SUPERINTENDENT OF PUBLIC  
INSTRUCTION  
*of*  
NORTH CAROLINA

PART I

SUMMARY AND RECOMMENDATIONS



*Issued by the*  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA

## SUMMARY OF RECOMMENDATIONS

(See page 78 for full recommendations)

1. **Increase in Salaries of School Personnel.** "I am of the opinion that the General Assembly of 1947 should appropriate for schools every dollar that can be found."
2. **Increased Retirement Benefits.** "I believe we should increase the salary reduction to five per cent with provision for a similar increase in State matching funds."
3. **More Liberal Allotment of Teachers.** "I believe the number of pupils as used as the basis for the allotment of teachers should be reduced."
4. **Supervisors of Instruction.** "The State Board of Education has requested the sum of \$225,000 for this purpose. Personally, I think the amount is adequate; and I hope the General Assembly will include it in the appropriation for the support of the nine months school term."
5. **A More Adequate Program of Health in the Schools.** ". . . the State Board has requested that \$50,000 annually for the next two years be added to the appropriation for the support of the public schools. . . . I heartily support this request."
6. **Attendance Officers.** "Requests have been made, \$200,000 for local officers and \$7,608 for maintaining the State office, by the State Board of Education to the Advisory Budget Commission. I trust that when these requests come before the General Assembly, they will be approved."
7. **Special Education.** "A request for an additional \$8,184 for the Department of Public Instruction with which to set up a Division of Special Education has been made. . . . I hope, therefore, that this request will be granted."
8. **Building Needs.** "A recent survey made under the direction of the State Board of Education shows the need of \$100,000,000 worth of new school buildings. The report proposed and the Board approved a plan for the State to participate in a five-year school construction program to the extent of \$25,000,000. . . . I hope, therefore, that the General Assembly will provide the funds with which to launch this much needed school building program."

## LETTER OF TRANSMITTAL

STATE BOARD OF EDUCATION  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, N. C.

November 1, 1946.

SIRS:

I have the honor to submit the Biennial Report of the Superintendent of Public Instruction, which embraces the activities of the public schools of the State for the biennium ending June 30, 1946.

This Report also includes my recommendations as to the next steps for the further improvement of the public school system.

Respectfully,



*Superintendent*

The HONORABLE R. GREGG CHERRY, *Governor*,  
and MEMBERS OF THE GENERAL ASSEMBLY OF 1947.

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# I

## **Administration and Operation**

### **STATE ADMINISTRATIVE AGENCIES**

#### **Constitutional Provisions.**

**School System.** The Constitution of North Carolina states that the General Assembly "shall provide by taxation and otherwise for a general and uniform system of public schools, wherein tuition shall be free of charge to all the children of the State between the ages of six and twenty-one years."

**State Board.** The Constitution also provides that the general supervision and administration of the free public school system, and of the educational funds provided for the support thereof, except local funds, shall be vested in the State Board of Education.

**Membership.** The Board consists of the Lieutenant-Governor, State Treasurer, the Superintendent of Public Instruction and ten members appointed by the Governor, one from each of eight educational districts and two from the State at large, for a term of eight years, after the initial appointments of two for two years, three for four years, two for six years and three for eight years have expired.

**Duties.** It is the duty of the Board:

- (1) To divide the State into a convenient number of districts.
- (2) To regulate the grade, salary and qualifications of teachers.
- (3) To provide for the selection and adoption of the textbooks to be used in the public schools.
- (4) To apportion and equalize the public school funds over the State.
- (5) Generally to supervise and administer the free public school system.
- (6) To make all needful rules and regulations.

**State Superintendent.** The State Superintendent of Public Instruction is the administrative head of the public school system and secretary of the Board. He is elected by the people for a four year term.

#### **Legal Provisions.**

**Controller.** In accordance with a law enacted in 1945 "the Board shall appoint a controller, subject to the approval of the Governor,

who shall serve at the will of the Board and who, under the direction of the Board, shall have supervision and management of the fiscal affairs of the Board.

**Division of Board Duties.** The duties of the Board are divided into two parts, as follows:

“1. Those relating to the supervision and administration of the public school system, of which the superintendent shall be the administrative head, except as they relate to the supervision and management of the fiscal affairs of the Board.

“2. Those relating to the supervision and administration of the fiscal affairs of the public school funds committed to the administration of the State Board of Education, of which the controller shall have supervision.”

**Duties of State Superintendent.** The duties of the State Superintendent of Public Instruction as secretary of the Board are set forth by law as follows:

1. To organize and administer a Department of Public Instruction for the execution of the instructional policies established by the board.

2. To keep the board informed regarding developments in the field of public education.

3. To make recommendations to the board with regard to the problems and needs of education in North Carolina.

4. To make available to the public schools a continuous program of comprehensive supervisory services.

5. To collect and organize information regarding the public schools, on the basis of which he shall furnish the board with such tabulations and reports as may be required by the board.

6. To communicate to the public school administrators all information and instructions regarding instructional policies and procedures adopted by the board.

7. As secretary of the board, he shall be custodian of the corporate seal of the board and shall attest all deeds, leases, or written contracts to be executed in the name of the board.

8. The secretary, unless officially or otherwise prevented, shall attend all meetings of the board and shall keep a minute record of the proceedings of the board in a well bound and suitable book, which minutes shall be approved by the board prior to its adjournment; and as soon thereafter as possible, he shall furnish to each member of the board and the controller a copy of said minutes.

9. All deeds of conveyance, leases, and contracts affecting real estate, title to which is held by the board, and all contracts of the board, required to be in writing and/or under seal, shall be executed in the corporate name of the board by the chairman and attested by the secretary; and proof of the execution, if required or desired, may be had as provided by law for the probate of corporate instruments.

10. Such other duties as the board may assign to him from time to time.

**Duties of Controller.** The law defines the duties of the controller to be the following:

1. The controller, under the direction of the board, shall have supervision and management of the fiscal affairs of the board.

2. The controller shall maintain a record or system of book-keeping which shall reflect at all times the status of all educational funds committed to the administration of the board and particularly the following:

- a. State appropriation for maintenance of the nine months public school term, which shall include all the objects of expenditure enumerated in Section nine of the Machinery Act.
- b. State appropriation and any other funds provided for the purchase and rental of public school textbooks.
- c. State literary and building funds and such other building funds as may be hereafter provided by the General Assembly for loans to county boards of education for school building and repair purposes.
- d. State and Federal funds for vocational education and/or other funds as may be provided by act of Congress for assistance to the general secondary educational program.
- e. Vocational rehabilitation funds.
- f. State appropriations for the maintenance of the board and its office personnel and including all employees serving under the board.
- g. Any miscellaneous funds within the jurisdiction of the board not included in the above.

3. The controller shall prepare all forms and questionnaires necessary to furnish information and data for the consideration

of the board in preparing the State budget estimates required to be determined by the board as to each administrative unit.

4. The controller shall certify to each administrative unit the teacher allotment as determined by the board under Section eight of the Machinery Act. The superintendents of the administrative units shall then certify to the superintendent the names of the persons employed as teachers and principals, by districts and by races. The superintendent shall then determine the certificate ratings of the teachers and principals and shall certify such ratings to the controller, who shall then determine, in accordance with the State standard salary schedule for teachers and principals, the salary rating of each person so certified. The controller shall then determine, in accordance with the schedule of salaries established, the total cost of salaries in each county and city administrative unit for teachers and principals to be included in the State budget for the current fiscal year.

5. The controller, before issuing any requisition upon the State Auditor for payment out of the State Treasury of any funds placed to the credit of any administrative unit, under the provisions of Chapter seven hundred and sixty-nine, Public Laws of one thousand nine hundred and forty-three, shall satisfy himself.

- a. That funds are lawfully available for the payment of such requisition; and
- b. Where the order covers salary payment to any employee or employees, that the amount thereof is within the salary schedule or salary rating of the particular employee.

6. The controller, under the direction of the board, shall purchase, through the Division of Purchase and Contract, all school busses to be used as replacements of old publicly owned busses, both as to chassis and bodies, under the provisions of Section twenty-six of the Machinery Act. He shall allocate all replacement busses so purchased to the various administrative units.

7. Under the direction of the board, the controller shall procure, through the Division of Purchase and Contract, a contract or contracts for the purchase of the estimated needs and requirements of the several administrative units covering the items of fuel, gasoline, grease, tires, tubes, motor oil, janitor's supplies, instructional supplies, including supplies used by the State Board of Education, textbooks, and all other supplies the payment for which is made from funds committed to the administration of the board.

8. The controller, under the direction of the board, shall have jurisdiction in all school bus transportation matters and in the establishment of all school bus routes, under the provisions of Section twenty-five of the Machinery Act.

9. The controller, in cooperation with the State Auditor, shall have jurisdiction in the auditing of all school funds, under the provisions of Section twenty-one of the Machinery Act, and also in the auditing of all other funds which by law are committed to the administration of the board.

10. The controller shall attend all meetings of the board and shall furnish all such information and data concerning the fiscal affairs of the board as the board may require.

11. The controller, subject to the approval of the board, shall employ all necessary employees who work under his direction in the administration of the fiscal affairs of the board.

12. Upon all matters coming within the supervision and management of the controller, he shall report directly to the board.

13. The controller shall perform such other duties as may be assigned to him by the board from time to time.

14. The controller shall furnish to the superintendent such information relating to fiscal affairs as may be necessary in the administration of his official duties.

## LOCAL ADMINISTRATIVE AGENCIES

On the local level the public schools of North Carolina are administered through 100 county units and 70 city units. In area the county unit corresponds to the political governmental unit except in the 51 counties in which the 70 city units have been established.

The county board of education is the governing authority for the county school units. These boards, usually consisting of from three to five members, are nominated biennially in the party primaries, or conventions, and appointed by an act of the General Assembly for terms of two, four, and six years, the length varying in the several counties. "It is the duty of the county board of education to provide an adequate school system for the benefit of all children of the county, as directed by law."

The county superintendent of public instruction, who is elected by the county board of education and approved by the State Board of Education and State Superintendent of Public Instruction is the administrative officer for the county school unit. He is appointed for a two-year term.

In city units the board of trustees is the governing authority.

The executive officer for this board is the city superintendent, who also serves for a two-year term under appointment by the board and subject to the approval of the State Superintendent and the State Board.

The board of county commissioners, which is provided for by the Constitution, approves that part of the school budget not included as a part of the State budget and levies the taxes or otherwise provides the funds therefor. The commissioners are elected for a term of two years.

Within city units the city commissioners or other tax levying authorities levy the tax voted in the city unit for school purposes and for any other purposes, including debt service, for which a vote of the people is not required.

Within county units there is a local committee appointed by the county board of education for each school district. It is the duty of this committee to select the teachers and principals subject to the approval of the county superintendent and the county board of education and to have general custody and care of the school property in the district.

## BUILDINGS

**Erection.** The responsibilities for the erection of school buildings is with the local authorities, county boards of education in county units and city boards of trustees in city units. This construction is financed through bond issues, borrowed money, tax levies, gifts, etc.

During the past two years very little new construction has been done. In the main this has been due to two causes: labor and materials. A third deterrent to the construction of buildings, in many cases where most needed, has been the fact that a unit can only borrow money for the construction of a school building to the extent of two-thirds of the amount of indebtedness retired the preceding fiscal year unless the question is submitted to a vote of the people.

**Plans.** Much of the time in this school area has been devoted to making plans for construction when labor, materials and the funds are available. Constructive plans have already been completed in a number of units; they are under way in others; and construction will begin as soon as possible to meet urgent needs.

**Number of Schoolhouses.** The number of schoolhouses tends to decrease, because when new buildings are erected they replace several old houses.

## NUMBER OF SCHOOLHOUSES

Year	White	Negro	Total
1919-20	5,552	2,442	7,994
1924-25	4,655	2,431	7,086
1929-30	3,460	2,365	5,825
1934-35	2,511	2,267	4,778
1939-40	2,123	2,084	4,207
1940-41	2,077	2,025	4,102
1941-42	2,046	1,972	4,018
1942-43	2,035	1,942	3,977
1943-44	2,005	1,932	3,937
1944-45	1,978	1,918	3,896
1945-46	1,977	1,882	3,859

**Value of Property.** The value of school property tends to increase, as the table shows.

## APPRaised VALUE OF SCHOOL PROPERTY

Year	White	Negro	Total
1919-20	\$ 21,670,514	\$ 2,387,324	\$ 24,047,838
1924-25	63,434,665	7,271,170	70,705,835
1929-30	98,946,273	11,475,042	110,421,315
1934-35	94,290,164	12,309,808	106,599,972
1939-40	103,724,982	15,154,892	118,887,874
1940-41	105,658,494	15,580,743	121,239,237
1941-42	108,080,026	16,247,105	124,327,131
1942-43	109,475,675	16,549,029	126,024,704
1943-44	111,368,608	17,527,182	128,895,790
1944-45	114,660,497	18,285,060	132,945,557
1945-46	120,457,515	19,339,763	139,797,278

**Value Per Pupil.** An indication of the availability of school buildings and equipment in respect to number of children is shown by the value of property per pupil enrolled, as follows:

## PROPERTY VALUE PER PUPIL ENROLLED

Year	White	Negro	Total
1919-20	\$ 45.32	\$11.20	\$ 34.80
1924-25	113.40	29.03	87.31
1929-30	162.92	44.20	127.37
1934-35	152.99	44.55	119.42
1939-40	167.36	55.93	133.46
1940-41	171.30	57.42	136.51
1941-42	177.21	60.62	141.62
1942-43	183.86	63.01	146.87
1943-44	193.35	68.04	154.62
1944-45	203.80	73.08	163.56
1945-46	211.01	76.66	170.05

As the above two tables show, there is a need for raising the value of school property, particularly for Negroes.

## NUMBER OF ELEMENTARY SCHOOLS

YEAR	NUMBER	WHITE	NEGRO
1929 - 30	5474	3110	2374
1934 - 35	4505	2215	2290
1939 - 40	3856	1793	2063
1944 - 45	3480	1643	1837
1945 - 46	3418	1617	1801

## SCHOOLS

**Elementary.** Since 1929-30 there has been a trend away from the small elementary school as a unit of instruction to a larger school where broader educational opportunities may be offered. The following table shows this trend:

Year	ELEMENTARY SCHOOLS							Total
	1 teacher	2-3 teachers	4-6 teachers	7-9 teachers	10-14 teachers	15 or more teachers		
1929-30	978	1,003	1,129	---	---	---	---	3,110
1930-35	504	548	335	382	290	156	2,215	
1939-40	274	336	313	384	315	171	1,793	
1940-41	261	293	324	398	299	173	1,748	
1941-42	220	280	325	398	286	182	1,691	
1942-43	213	275	302	399	314	169	1,672	
1943-44	207	255	272	357	354	215	1,660	
1944-45	192	234	268	371	347	231	1,643	
1945-46	---	---	---	---	---	---	1,617	
	Negro							
1929-30	1,153	916	295	---	50	26	2,364	
1930-35	982	916	252	4	50	26	2,290	
1939-40	777	872	251	77	55	31	2,063	
1940-41	708	840	252	77	63	39	1,979	
1941-42	665	814	250	81	66	35	1,911	
1942-43	645	805	243	83	69	34	1,879	
1943-44	632	778	229	87	71	55	1,852	
1944-45	619	771	224	94	81	48	1,837	
1945-46*	---	---	---	---	---	---	1,801	
	Total							
1929-30	2,131	1,919	1,424	---	---	---	5,474	
1930-35	1,486	1,461	587	446	340	182	4,505	
1939-40	1,051	1,208	564	461	370	202	3,856	
1940-41	969	1,133	576	475	362	212	3,727	
1941-42	885	1,094	575	479	352	217	3,602	
1942-43	858	1,080	545	48	383	203	3,551	
1943-44	839	1,033	501	434	325	270	3,512	
1944-45	811	1,005	492	467	418	279	3,489	
1945-46*	---	---	---	---	---	---	3,418	

\*Not divided as to number of teachers.

**High Schools.** Most high schools have from three to eleven teachers. There are a number of schools, especially those having fewer than three teachers, which should be consolidated with other schools where a better instructional program can be provided.

#### NUMBER HIGH SCHOOLS

Year	White				Total
	1-2 teachers	3-5 teachers	6-11 teachers	12 or more teachers	
1929-30	101	403	243	...	747
1934-35	49	416	207	53	725
1939-40	22	358	288	83	751
1940-41	14	345	306	92	757
1941-42	30	335	312	93	770
1942-43	64	312	336	96	808
1943-44	58	337	287	68	750
1944-45	48	356	284	69	748
1945-46*	---	---	---	---	742
Negro					
1929-30	41	52	23	..	119
1934-35	69	86	24	10	189
1939-40	46	105	60	13	224
1940-41	40	100	70	10	226
1941-42	36	105	78	15	234
1942-43	50	107	81	19	257
1943-44	47	111	50	16	230
1944-45	41	116	66	13	239
1945-46*	---	---	---	---	229
Total					
1929-30	145	455	266	..	866
1934-35	118	502	331	63	914
1939-40	68	433	348	96	975
1940-41	54	445	376	108	983
1941-42	66	440	339	108	1,004
1942-43	114	419	417	115	1,065
1943-44	105	448	343	84	989
1944-45	89	472	341	73	978
1945-46*	---	---	---	---	971

\*Not divided according to number of teachers.

## TERM

The length of the school term in North Carolina has gradually increased, as the following figures show:

Year	AVERAGE TERM IN DAYS		
	White	Negro	Total
1919-20	135.9	127.4	134.0
1924-25	148.0	136.3	145.2
1929-30	159.6	141.0	154.0
1934-35	160.3	159.0	159.9
1939-40	164.4	164.2	164.3
1940-41	164.7	164.4	164.6
1941-42	164.7	164.5	164.6
1942-43	165.3	165.0	165.2
1943-44	179.9	179.9	179.9
1944-45	178.4	178.5	178.4
1945-46	179.9	179.9	179.9

## PRINCIPALS AND TEACHERS

**Number.** There is a variation in the number of teachers and principals employed in recent years as the accompanying table shows, this being due to the change from a seven year to an eight year elementary school and consequently to a decrease in number of high school students, and to the dropping out of boys during the war.

Year	NUMBER OF TEACHERS							
	Elementary		High School		Total			
	White	Negro	White	Negro	White	Negro		Total
1929-30	13,351	5,350	4,138	536	17,489	5,886		23,375
1934-35	12,383	5,810	3,776	687	16,159	6,497		22,656
1939-40	12,305	5,884	5,229	1,112	17,534	6,996		24,530
1940-41	12,190	5,840	5,439	1,202	17,629	7,042		24,671
1941-42	12,185	5,822	5,623	1,323	17,808	7,147		24,955
1942-43	12,120	5,786	5,652	1,419	17,772	7,205		24,977
1943-44*	13,213	6,077	4,232	1,042	17,445	7,119		24,564
1944-45	13,252	6,105	4,140	1,037	17,392	7,142		24,534
1945-46	13,217	6,097	4,145	1,037	17,362	7,134		24,496

\*Grades 1-8 in elementary school beginning this year.

Year	NUMBER OF PRINCIPALS						
	White	Negro	White	Negro	White	Negro	Total
1929-30	210	74	108	13	318	87	405
1934-35	221	61	658	116	879	177	1,056
1939-40	333	93	705	165	1,038	258	1,296
1940-41	342	94	711	182	1,053	276	1,239
1941-42	341	100	720	186	1,061	286	1,347
1942-43	353	99	721	194	1,074	293	1,367
1943-44	362	104	712	187	1,074	291	1,365
1944-45	368	102	718	193	1,086	295	1,381
1945-46	382	99	714	203	1,096	312	1,408

**Training.** North Carolina teachers and principals improved their scholarship rating without interruption until 1941-42. Due to the shortage of well-trained white teachers, the average training index for this group has tended to decrease since 1941-42.

## SCHOLARSHIP AND INDEX OF ALL TEACHERS AND PRINCIPALS

## White

Year	High School			College					Total	Index
	2 yrs.	3 yrs.	4 yrs.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.		
1921-22	1,504	1,383	5,523	887	2,659	888	2,410	*	15,254	492.6
1924-25	487	1,233	4,952	1,731	2,843	2,190	3,512	*	16,948	552.4
1929-30	43	42	1,236	2,571	2,540	3,712	7,455	*	17,599	676.1
1934-35	—	14	74	681	1,666	4,218	10,364	*	17,017	741.5
1939-40	—	27	20	74	261	1,696	16,460	*	18,538	785.7
1940-41	—	28	16	65	197	1,214	17,178	*	18,648	793.3
1941-42	—	62	10	46	156	853	17,431	302	18,860	792.8
1942-43	—	109	21	48	319	851	16,968	493	18,809	790.5
1943-44	—	160	84	167	409	1,109	14,789	456	17,174	781.9
1944-45	—	379	158	241	524	1,294	15,202	634	18,432	773.1
1945-46	—	438	224	323	584	1,245	15,021	524	18,350	767.6

## Negro

1921-22	1,567	739	1,510	68	519	38	113	*	4,554	351.7
1924-25	1,002	1,295	1,594	369	604	270	175	*	5,309	395.9
1929-30	431	587	1,250	1,063	740	1,160	720	*	5,951	525.7
1934-35	—	479	180	970	1,174	2,265	1,588	*	6,656	640.2
1939-40	—	159	23	76	244	1,830	4,906	*	7,238	752.6
1940-41	—	132	15	53	160	1,349	5,590	*	7,299	765.3
1941-42	—	113	9	27	116	881	6,246	28	7,420	766.1
1942-43	—	67	7	10	97	570	6,663	56	7,470	785.2
1943-44	—	53	10	16	80	365	6,556	73	7,153	788.7
1944-45	—	66	9	15	69	296	6,816	146	7,417	790.6
1945-46	—	61	10	20	63	294	6,809	148	7,405	785.7

## Total

1921-22	3,071	2,122	7,033	955	3,178	926	2,523	*	19,808	460.2
1924-25	1,489	2,528	6,546	2,100	3,447	2,460	3,687	*	22,257	515.1
1929-30	474	629	2,486	3,634	3,280	4,872	8,175	*	23,550	638.3
1934-35	—	493	254	1,651	2,840	6,483	11,952	*	23,673	713.0
1939-40	—	186	43	150	505	3,526	21,366	*	25,776	776.4
1940-41	—	160	31	118	357	2,563	22,718	*	25,947	785.4
1941-42	—	175	19	73	272	1,734	23,677	330	26,280	788.1
1942-43	—	176	28	58	416	1,421	23,631	549	26,279	789.1
1943-44	—	213	94	183	489	1,474	21,345	529	24,327	783.9
1944-45	—	445	16	256	593	1,590	22,018	780	25,849	778.1
1945-46	—	499	234	343	647	1,539	21,830	672	25,764	772.8

**Salaries Paid.** The following tables show average annual salaries paid teachers and principals, and the amounts paid vocational teachers including allowance for travel:

AVERAGE ANNUAL SALARIES								
Teachers (Excluding Vocational)								
Year	Elementary		High School		Total			Total
	White	Negro	White	Negro	White	Negro	Total	
1919-20	\$ -----	\$ -----	\$ -----	\$ -----	\$ 516.15	\$ 298.45	\$ 465.98	
1924-25	-----	-----	-----	-----	835.11	455.41	760.17	
1929-30	865.06	509.89	1,241.69	826.80	954.11	538.75	849.17	
1934-35	607.88	405.47	668.32	504.20	620.93	415.31	561.29	
1939-40	953.57	701.30	967.56	766.04	957.31	710.63	885.67	
1940-41	973.47	760.53	975.77	822.33	974.10	770.11	914.78	
1941-42	1,004.54	830.30	1,009.89	873.29	1,005.97	837.40	956.72	
1942-43	1,085.30	959.74	1,089.47	972.02	1,086.48	961.99	1,049.93	
1943-44	1,287.37	1,208.61	1,311.35	1,213.32	1,292.30	1,209.19	1,267.86	
1944-45	1,286.03	1,309.82	1,328.08	1,274.56	1,294.49	1,305.59	1,297.77	
1945-46	1,495.41	1,527.26	1,551.57	1,513.79	1,506.68	1,525.64	1,512.28	
PRINCIPALS								
1929-30	-----	-----	-----	-----	2,405.36	1,344.37	2,177.44	
1934-35	1,125.06	889.48	1,223.79	884.78	1,198.96	886.40	1,146.58	
1939-40	1,592.82	1,312.01	1,731.16	1,281.44	1,686.78	1,292.13	1,608.17	
1940-41	1,603.20	1,285.40	1,725.33	1,263.31	1,685.66	1,270.83	1,599.51	
1941-42	1,641.60	1,336.17	1,774.09	1,375.23	1,731.51	1,361.57	1,652.96	
1942-43	1,648.90	1,402.64	1,881.57	1,520.34	1,805.10	1,480.57	1,735.54	
1943-44	2,034.32	1,904.82	2,301.44	1,989.10	2,211.40	1,958.97	2,157.59	
1944-45	2,067.17	2,152.62	2,318.85	2,220.34	2,233.57	2,196.93	2,225.74	
1945-46	2,419.19	2,415.68	2,703.70	2,605.14	2,604.54	2,562.70	2,595.50	

PAID VOCATIONAL TEACHERS			
(Including Travel)			
Year	White	Negro	Total
1934-35	\$ 1,338.45	\$ 848.46	\$ 1,283.29
1939-40	1,689.57	1,075.69	1,602.49
1940-41	1,709.80	1,153.76	1,629.31
1941-42	1,679.69	1,234.71	1,609.02
1942-43	1,890.52	1,445.49	1,811.37
1943-44	2,064.15	1,593.00	1,973.83
1944-45	2,153.33	1,960.80	2,114.29
1945-46	2,301.44	2,223.02	2,285.69

As these tables show the annual salaries of teachers and principals have increased very much in recent years. When these salaries are analyzed on the basis of months, however, it will be noted that they are still relatively low as compared with salaries paid in other professions where equal training is required and with what is paid teachers in other States.

STATE NINE MONTHS SCHOOL FUND  
COMPARISON OF INSTRUCTIONAL SALARIES  
1944-45 WITH 1945-46

NORTH CAROLINA PUBLIC SCHOOLS

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Classification	Number of Positions		Annual Expenditures		*Average Annual Salaries		
	1944-45	1945-46	Amount	Increases	Amount	1944-45	1945-46
<b>I. WHITE</b>							
1. TEACHERS AND BLDG. PRINCIPALS							
Elementary	12,984	12,911	-\$3	-\$6,219,700.01	\$18,774,648.19	\$2,554,948.18	\$15.75
High School	3,122	3,049	-\$73	\$3,926,954.88	\$4,511,494.51	\$584,509.63	\$11.07
Total - Teachers	16,106	15,960	-\$146	\$20,146,654.89	\$23,286,112.70	\$3,139,457.81	\$15.58
2. CLASSIFIED PRINCIPALS:							
Elementary	333	339	\$6	\$658,480.95	\$812,561.70	\$154,480.75	\$23.39
High School	711	705	-\$6	\$1,623,952.73	\$1,879,647.76	\$255,695.03	\$15.73
Total - Principals	1,044	1,044	-\$8	\$2,282,433.68	\$2,692,209.46	\$409,775.78	\$17.95
TOTAL - WHITE	17,150	17,004	-\$146	\$22,429,088.57	\$25,078,322.16	\$3,549,233.59	\$15.82
					\$1,307,82	\$1,527.78	\$219.96
<b>II. COLORED</b>							
1. TEACHERS AND BLDG. PRINCIPALS							
Elementary	6,075	6,048	-\$27	\$7,730,553.38	\$9,009,939.10	\$1,279,385.72	\$16.55
High School	814	802	-\$12	\$1,015,455.66	\$1,176,964.27	\$161,508.61	\$15.90
Total - Teachers	6,889	6,850	-\$39	\$8,746,009.04	\$10,186,903.37	\$1,450,894.33	\$16.47
2. CLASSIFIED PRINCIPALS:							
Elementary	93	90	-\$3	\$193,675.19	\$223,157.76	\$29,492.57	\$15.22
High School	191	201	+\$10	\$418,549.14	\$514,922.06	\$96,372.92	\$23.02
Total - Principals	284	291	+\$7	\$612,224.33	\$738,079.92	\$125,855.49	\$20.56
TOTAL - COLORED	7,173	7,141	-\$32	\$9,358,233.37	\$10,302,963.19	\$1,566,749.82	\$16.74
GRAND TOTAL	24,323	24,145	-\$178	\$31,787,321.94	\$36,903,305.35	\$5,115,983.41	\$16.09
Bonus Included in Above:	1944-45				\$1,306.88	\$1,528.40	\$221.52
Emergency salary included in Above:	1945-46						

\* State Funds only.

## ENROLLMENT AND ATTENDANCE

**By Schools.** The summaries presented in the table below indicate the trends in school enrollment and attendance in the elementary and high schools of the State, both white and Negro.

### ENROLLMENT AND ATTENDANCE

#### Elementary

Year	Enrollment (Code a + e)			Attendance		
	White	Negro	Total <sup>1</sup>	White	Negro	Total
1924-25	485,753	242,976	728,729	-----	-----	-----
1929-30	505,589	244,413	750,002	398,886	173,747	572,633
1934-35	486,566	249,489	736,055	420,179	202,417	622,586
1939-40	456,331	231,359	687,690	411,684	195,084	606,768
1940-41	451,449	228,819	680,268	406,814	193,010	599,824
1941-42	446,702	224,912	671,614	404,315	190,324	594,639
1942-43	437,230	219,035	656,265	391,929	184,269	576,198
1943-44*	471,004	228,961	699,965	417,935	192,936	610,871
1944-45	461,683	222,063	683,746	412,942	186,197	599,139
1945-46	467,106	222,242	689,348	415,931	186,029	601,960

#### High School

1924-25	72,240	6,976	79,216	-----	-----	-----
1929-30	101,755	15,182	116,937	87,711	12,551	100,262
1934-35	129,745	26,845	156,593	115,464	23,373	138,837
1939-40	163,436	39,603	203,039	148,095	35,140	183,235
1940-41	165,347	42,533	207,880	149,056	37,494	186,550
1941-42	163,190	43,109	206,299	147,305	37,906	185,211
1942-43	158,187	43,595	201,782	139,343	37,599	176,942
1943-44	104,999	28,651	133,650	92,637	24,904	117,541
1944-45	100,938	28,142	129,080	89,608	24,399	114,007
1945-46	103,747	30,024	133,771	91,448	25,536	116,984

#### Total

1924-25	557,993	249,952	807,945	426,999	169,212	596,211
1929-30	607,344	259,595	866,939	486,597	186,298	672,895
1934-35	616,314	276,334	892,648	535,643	225,790	761,433
1939-40	619,767	270,962	890,729	559,779	230,224	790,003
1940-41	616,796	271,352	888,148	555,870	230,504	786,374
1941-42	609,892	268,021	877,913	551,620	228,230	779,850
1942-43	595,417	262,630	858,047	531,272	221,868	753,140
1943-44	576,003	257,612	833,615	510,572	217,840	728,412
1944-45	562,621	250,205	812,826	502,550	210,596	713,146
1945-46	570,853	252,266	823,119	507,379	211,565	718,944

\*Beginning this year elementary school includes grades 1-8.

**By Grades.** The accompanying table shows the enrollment by grades for white and Negro pupils for the past three years with the grade percentage of the total for each race for the last year indicated.

## ENROLLMENT BY GRADE

(Code a + e)

Grade	White				Negro			
	1943-44	1944-45	1945-46	%	1943-44	1944-45	1945-46	%
1	72,444	70,307	70,036	12.3	53,253	48,315	48,298	19.2
2	65,668	63,085	63,871	11.2	32,561	31,298	30,672	12.2
3	64,481	62,508	62,626	11.0	31,939	30,700	29,862	11.8
4	61,971	61,769	61,438	10.8	29,396	29,513	29,046	11.5
5	58,395	57,696	59,651	10.4	25,300	25,559	26,195	10.4
6	54,811	53,202	54,630	9.6	22,152	22,018	22,496	8.9
7	49,659	49,348	49,542	8.7	19,040	18,885	19,040	7.6
8	42,840	43,038	44,632	7.8	15,080	15,587	16,364	6.5
Ungraded	735	730	680	.1	240	188	269	.1
Total Elem.	471,004	461,683	467,106	81.9	228,961	222,063	222,242	88.2
9	39,179	36,934	39,424	6.9	11,323	11,336	12,336	4.9
10	31,144	31,772	30,734	5.4	8,608	8,480	8,938	3.5
11	26,850	24,524	26,847	4.7	6,601	6,467	6,659	2.6
12	7,555	7,591	6,488	1.1	2,092	1,850	2,070	.8
Ungraded	271	117	254	----	27	9	21	----
Total H. S.	104,999	100,938	103,747	18.1	28,641	28,142	30,024	11.8
Total-	576,003	562,621	570,853	100.0	257,612	250,205	252,266	100.0

**By Teachers.** As this table shows, since 1939-40 there has been some decrease in the number of pupils in average daily attendance in accordance with the number of teachers employed. This fact should improve classroom instruction to some extent.

PUPILS IN AVERAGE DAILY ATTENDANCE PER TEACHER EMPLOYED  
(Not including classified principals)

Year	Elementary		High School		Total	
	White	Negro	White	Negro	White	Negro
1929-30	29.9	32.5	21.1	23.5	27.8	31.7
1934-35	34.0	35.0	30.5	33.0	33.1	34.8
1939-40	33.5	33.2	28.3	31.6	31.9	32.9
1940-41	33.4	33.0	27.4	31.2	31.5	32.7
1941-42	33.2	32.7	26.2	28.6	31.0	31.9
1942-43	32.3	31.8	24.7	26.5	29.9	30.8
1943-44	31.6	31.8	21.9	23.9	29.3	30.6
1944-45	31.2	30.5	21.6	23.5	28.9	29.5
1945-46	31.5	30.5	22.1	24.6	29.2	29.7

**By Attendance.** The extent to which boys and girls attend the schools provided indicates the holding power of the schools. The figures shown in the following table shows the relationship of school attendance to membership, the term applied to pupils who remain on the school roll.

## PER CENT MEMBERSHIP IN A. D. A.

Year	White			Negro			Total		
	Elem.	H. S.	Total	Elem.	H. S.	Total	Elem.	H. S.	Total
1934-35	91.7	95.2	92.5	89.2	94.1	89.7	90.9	95.0	91.6
1939-40	94.1	95.7	95.4	90.1	93.9	90.7	92.8	95.3	93.4
1940-41	93.9	95.3	94.3	90.3	93.6	90.8	92.7	94.9	93.2
1941-42	94.4	95.7	94.7	90.7	93.5	91.2	93.2	95.2	93.6
1942-43	93.8	94.8	94.1	90.2	92.6	90.6	92.6	94.3	93.0
1943-44*	93.1	94.8	93.5	90.0	93.0	90.3	92.1	94.4	92.5
1944-45	93.6	94.8	93.8	89.6	92.6	89.9	92.3	94.3	92.6
1945-46	92.9	94.2	93.2	89.0	91.9	89.3	91.7	93.7	92.0

\*Elementary schools include grades 1-8 beginning this year.

## TRANSPORTATION

The transportation of school children at public expense has become one of the biggest phases of the educational program. The growth of this part of the State's school system is shown in the table below.

## SCHOOL TRANSPORTATION

Year	Schools Served	No. of Vehicles	Pupils Transported	Cost of Operation**	Cost Per Pupil
1919-20	*	150	7,936	\$ * * *	\$ * * *
1924-25	*	1,909	69,295	994,611.69	14.35
1929-30	1,266	4,046	181,494	2,273,287.55	12.53
1934-35	1,208	4,014	256,775	1,936,985.82	7.54
1939-40	1,469	4,526	334,362	2,417,659.65	7.23
1940-41	1,358	4,727	341,135	2,631,679.76	7.71
1941-42	1,290	4,823	344,648	2,352,671.63	6.30
1942-43	1,409	4,897	322,894	2,366,409.11	7.33
1943-44	1,317	4,826	311,059	2,696,491.17	8.67
1944-45	1,317	4,802	300,994	3,604,159.04	11.96
1945-46	1,364	4,897	308,191	3,688,809.59	11.97

\*\* Including replacements.

## TEXTBOOKS

State purchase and distribution of textbooks began in 1935-36. Basal books for use in grades 1-7 were made free to pupils in 1937-38. Following the extension of the elementary school to embrace the eighth grade, the provisions of the law providing free basal books were made applicable to the eighth grade also in 1945-46. Books used in the high school, grades 9-12, are furnished to the schools under a rental plan. Rental fees are also charged for supplementary readers used in the elementary grades.

The following tables show the various aspects of the State's textbook program:

### TENTBOOK SALES AND RENTALS

Year	Value of Books Sold to Pupils	Rental Fees Collected	
		High School Books	Supplementary Readers
1935-36	\$59,644.45	\$ 36,069.29	\$-----
1939-40	5,876.31	286,735.04	84,266.62
1940-41	4,173.17	292,235.70	95,675.97
1941-42	4,175.41	306,110.30	104,109.00
1942-43	4,018.86	312,127.06	117,105.88
1943-44	3,021.52	306,369.50	122,872.33
1944-45	3,488.93	309,696.31	135,179.20
1945-46	4,696.18	200,160.15	165,884.55

### BOOK INVENTORY

At The Close of Each Fiscal Year

Year	Basal Books (Free)	High School Books	Supplementary Readers	Elementary Library Books	High School Library Books
	Elementary				
1935-36	1,290,910	198,882	-----	-----	-----
1939-40	5,050,532	1,016,135	505,186	5,736	-----
1940-41	5,684,092	1,118,593	556,645	27,041	-----
1941-42	4,818,061	1,212,217	650,242	80,244	-----
1942-43	5,174,909	1,792,464	646,643	175,611	36,738
1943-44	5,093,239	1,819,487	777,775	227,196	96,588
1944-45	5,096,135	1,767,157	835,460	263,130	141,384
1945-46	5,803,867	1,262,072	955,098	312,133	180,645

### EXPENDITURES

This includes the cost of books, cost of rebinding, and operating expenses

Year	Basal Books (Free)	High School Books	Supplementary Readers	Elementary Library Books	High School Library Books
	Elementary				
1935-36	\$423,474.19	1232,636.16	\$-----	\$-----	\$-----
1939-40	193,324.74	225,131.92	19,115.09	4,180.12	-----
1940-41	563,903.91	180,893.56	34,901.41	10,222.90	-----
1941-42	388,140.44	192,154.02	65,009.48	39,452.55	-----
1942-43	366,767.65	491,303.51	70,847.84	64,484.66	52,634.74
1943-44	190,057.88	193,718.58	76,261.21	62,119.62	107,091.68
1944-45	221,243.01	993,404.58	69,049.18	40,209.02	87,237.78
1945-46	498,449.31	170,745.31	79,491.17	47,495.34	75,422.69

## SOURCES OF FUNDS

The public schools of North Carolina are supported by State, county, local and private funds.

The General Assembly, which meets biennially in January of odd years, makes annual appropriations for the support of the twelve year program for a nine months term on State standards of cost. These standards include such items as salary schedules for all school employees, the number of pupils in average daily attendance for the allotment of teachers, the size of the school, and other budgetary information necessary for the current operation of the schools.

The appropriations for this purpose including the number of additional new school busses purchased since 1940 were as follows:

Eight months school term, 1940-41-----	\$27,000,000
Eight months school term, 1941-42-----	28,158,324
Eight months school term, 1942-43-----	30,542,237
Nine months school term, 1943-44-----	37,712,874
Nine months school term, 1944-45-----	38,790,941
Nine months school term, 1945-46-----	42,699,138
Nine months school term, 1946-47-----	42,957,738

\*Including State administration this year only.

These funds, which do not include appropriations for vocational education and textbooks, are administered by the State Board of Education.

The appropriations for these other two purposes were as follows:

	Vocational Education	Textbooks
1940-41-----	\$ 350,000	\$200,000
1941-42-----	600,000	200,000
1942-43-----	710,000	200,000
1943-44-----	919,055	200,000
1944-45-----	919,055	200,000
1945-46-----	1,112,026	435,000
1946-47-----	1,257,427	305,000

These appropriations include administrative costs. To the appropriation for vocational education Federal and local matching funds were added.

In addition to these funds appropriated from the State Treasury, the local county and city units have certain funds either from taxes levied on property or from other sources which are used to supplement State funds in the operation of the public schools. Then, too, a number of the larger districts within county units have, under the law, voted a tax on property for the purpose of providing school facilities other than those provided with the use of State, county and local funds.

The local units are also responsible for capital outlay and debt service. In some few instances money is raised locally through gifts and money raising activities for the use of the local school.

### **EXPENDITURES**

**From State Funds.** In accordance with law all school expenditures for current expense, the operation of the schools, are divided into five classifications called objects of expenditure: General Control, Instructional Service, Operation of Plant, Fixed Charges, and Auxiliary Agencies. Recent expenditures from the State appropriation for the support of the nine months term were as follows:

	<b>1943-44</b>	<b>1944-45</b>	<b>1945-46</b>
General Control	\$ 1,017,774.77	\$ 1,011,154.73	\$ 1,111,792.65
Instructional Service	31,428,462.25	32,002,289.78	37,120,711.30
Operation of Plant	1,890,016.67	1,963,546.19	2,065,156.80
Fixed Charges	12,636.03	19,096.21	23,133.09
Auxiliary Agencies	2,619,858.97	3,501,921.61	3,550,375.54
Total	<hr/> \$36,968,748.69	<hr/> \$38,498,008.53	<hr/> \$43,871,169.38

In the following tables are presented audit statements showing availability and disposition of the Nine Months School Fund for 1944-45 and 1945-46, and expenditures by objects and items for that portion of these funds actually paid out in the local units.

## BIENNIAL REPORT OF STATE SUPERINTENDENT

STATE NINE MONTHS SCHOOL FUND, 1944-1945  
STATEMENT OF DISPOSITION OF AVAILABLE FUNDS

JUNE 30, 1945

## I. AVAILABLE FUNDS

## A. APPROPRIATIONS:

By SL 1943, Ch. 530, IX 1			
For Eight Months .....	\$32,644,241.00		
By SL 1943, Ch. 255, Sec. 2 <sup>1/2</sup>			
For Ninth Month .....	3,559,463.00		
By SL 1945, Ch. 2, IX-1			
Net Additional for Bonus 1944-45 .....	1,937,237.00	\$38,140,941.00	
By SL 1943 Ch 530, IX-6			
Purchase of School Busses .....	650,000.00	\$ 38,790,941.00	

## B. RECEIPTS:

Unused Unit Cash Balance			
Refunded as of June 30, 1944 .....	\$ 37,974.42		
Bus Equipment Salvage .....	68.65		
Insurance Recoveries .....	2,403.93	\$ 40,447.00	
Appropriation Balance June 30, 1944,			
Purchase School Busses .....	601,263.67	\$ 641,710.67	
TOTAL AVAILABLE FUNDS .....			\$39,432,651.67

## C. UNALLOTTED JUNE 30, 1944:

Bus Equipment .....		\$ 57,827.33
TOTAL AVAILABLE FUNDS AND UNALLOTTED EQUIPMENT .....		\$ 39,490,479.00

## II. DISPOSITION OF FUNDS

## A. SUPPORT OF PUBLIC SCHOOLS:

Certifications to School Units .....	\$ 38,538,034.56	
Cash Balances of Units June 30, '45 .....	45,026.33	
Net Expenditures by Units .....	38,498,008.53	
Surety Bond Premium .....	7,696.87	
TOTAL SUPPORT OF PUBLIC SCHOOLS .....		\$ 38,505,705.40

## B. SCHOOL BUS ACCOUNT:

Insurance on Buses .....	\$ 8,956.56	
Bus Body Repair Shop .....	10,308.42	
Purchase of Buses .....	\$ 25,409.36	
Unallotted Equip.		
6-30-44 .....	\$7,827.33	\$83,236.69
Total .....	\$ 902,501.67	
Less:		
Repayments from Units:		
State Funds		
Insurance .....	\$ 8,956.56	
Bus Body Repair		
Shop .....	10,308.42	
Buses .....	\$81,960.92	
Total- State .....	\$ 701,225.90	

AVAILABLE FUNDS (Brought Forward)	\$ 39,490,479.00
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## DISPOSITION OF FUNDS (Continued)

## Local Funds—

Busses.....	\$ 13,023.64
Total.....	\$ 714,249.54

Unallotted Equipment 6-30-45 .....	\$ 188,252.13
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TOTAL EXPENDED FUNDS AND UNALLOTTED EQUIPMENT:	\$ 38,693,957.53
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## APPROPRIATION BALANCE JUNE 30, 1945

1. Unit Cash Balances \$ 40,026.03
2 Uncertified Approp. 317,617.49

Total—Nine Months Fund..... \$ 357,643.52
3 Bus Account Balance..... 438,877.95

Total..... \$ 796,521.47
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GRAND TOTAL .....	\$ 39,490,479.00
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STATE NINE MONTHS SCHOOL FUND, 1945-1946  
STATEMENT OF DISPOSITION OF AVAILABLE FUNDS

June 30, 1946

## AVAILABLE FUNDS

## A. REGULAR FUND:

1. Appropriations—			
By SL 1945, Ch 279, Sec 1, IX-1.....	\$ 41,360,374.00		
By SL 1945, Ch 279, Sec 23 <sup>1/2</sup> .....	3,171,840.00	\$ 44,532,214.00	
2 Receipts—			
Unused Unit Cash Balances			
Refunded as of June 30, 1945.....	40,026.03		
Refund Prior Years Expenditures .....	111.57	40,137.60	\$ 44,572,351.60

## B. PURCHASE OF SCHOOL BUSES:

1 Appropriations—			
Balance June 30, 1945.....	438,877.95		
By SL 1945, Ch 279, Sec 1, IX-6 .....	1,338,764.00	1,777,641.95	
2 Receipts—			
Bus Equipment Salvage.....	11,594.03		
Insurance Recoveries.....	2,474.99		
Local Payments for Buses.....	1,274.62	15,343.64	1,792,985.59

## C. UNALLOTTED JUNE 30, 1945:

Fus Equipment .....	\$ 188,252.13
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TOTEL AVAILABLE FUNDS AND UNALLOTTED EQUIPMENT:	\$ 46,553,589.32
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## II. DISPOSITION OF FUNDS

## A. SUPPORT OF PUBLIC SCHOOLS:

Certifications to School Units.....	\$ 43,908,818.37
Cash Balances of Units June 30 '46 .....	37,448.99

Net Expenditures by Units.....	\$ 43,871,169.38
Surety Bond Premium (unAllocated).....	2,537.51

TOTAL SUPPORT OF PUBLIC SCHOOLS .....	\$ 43,873,706.89
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AVAILABLE FUNDS (Brought Forward).....	\$ 46,553,589.32
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## DISPOSITION OF FUNDS (Continued)

TOTAL SUPPORT PUBLIC SCHOOLS (Brought Forward).....	\$ 43,873,706.89
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## B. SCHOOL BUS ACCOUNT:

License and Titles.....	\$ 489.50
Insurance on Buses.....	8,535.53
Bus Body Repair Shop.....	7,460.72
War Surplus Tires.....	43,847.81
<b>TOTAL.....</b>	<b>\$ 60,333.56</b>
Purchase of Buses.....\$ 497,925.03	
Unallotted Equip.	
6-30-45.....188,252.13	\$ 686,177.16
<b>TOTAL.....</b>	<b>\$ 746,510.72</b>

## Less:

Repayments from Units:	
State Funds—	
License & Titles.....\$ 485.50	
Insurance on Buses.....8,535.53	
Bus Body Repair	
Shop.....7,632.82	
War Surplus Tires.....43,847.87	
Buses.....541,420.35	
<b>TOTAL—STATE.....\$ 601,922.07</b>	

## Local Funds—

Buses.....\$ 1,274.62	
<b>TOTAL.....</b>	<b>\$ 603,196.69</b>

Unallocated Equipment June 30, 1946.....	\$ 143,314.03
Expenditure for Local Buses.....	1,274.62

<b>TOTAL EXPENDED FUNDS AND UNALLOTTED EQUIPMENT: \$ 44,018,295.64</b>
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## APPROPRIATION BALANCES, JUNE 30, 1946:

1. Unit Cash	
Balances.....\$ 37,648.99	
2. Uncertified	
Appro.....324,193.23	\$ 361,842.22
3. Transfer to Reserve.....	\$ 878,391.00
<b>TOTAL Nine Months Fund.....</b>	<b>\$ 1,240,233.22</b>
4. Bus Account Balance.....	1,295,060.56
<b>TOTAL.....</b>	<b>\$ 2,535,293.78</b>

GRAN TOTAL.....	\$ 46,553,589.32
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**SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND  
1944-45**

Classification by Objects and Items	White	Negro	Total
<b>A. STATE AID PAID OUT BY UNITS:</b>			
<b>61. GENERAL CONTROL:</b>			
611. Salary: Superintendents .....	\$ 626,178.05	\$ ..... . . . .	\$ 626,178.05
612. Travel: Superintendents .....	45,697.50	.....	45,697.50
613. Salary: Clerical Assistants.....	273,323.61	.....	273,323.61
614. Office Expense .....	55,982.47	.....	55,982.47
615. County Boards of Education.....	9,973.10	.....	9,973.10
Total General Control.....	\$ 1,011,154.73	.....	\$ 1,011,154.73
<b>62. INSTRUCTIONAL SERVICE:<sup>*</sup></b>			
621. Salaries: Elementary Teachers...\$ 16,219,700.01	\$ 7,730,553.38	\$ 23,950,253.39	
622. Salaries: High School Teachers... 3,926,954.88	1,015,455.66	4,942,410.54	
623. Salaries:			
1. Elementary Principals..... 658,480.95	193,675.19	852,156.14	
2. High School Principals..... 1,623,952.73	418,549.14	2,042,501.87	
Sub-Total Salaries.....	\$ 22,429,088.57	\$ 9,358,233.37	\$ 31,787,321.94
624. Instructional Supplies..... 168,658.01	46,209.83	214,967.84	
Total Instructional Service.....	\$ 22,597,746.58	\$ 9,404,543.20	\$ 32,002,289.78
<b>63. OPERATION OF PLANT:</b>			
631. Wages: Janitors..... \$ 795,798.63	\$ 117,396.97	\$ 913,195.60	
632. Fuel..... 605,775.69	138,872.63	744,648.32	
633. Water, Light, Power..... 155,345.23	25,447.00	180,762.23	
634. Janitors' Supplies..... 83,744.90	24,409.08	108,153.98	
635. Telephone..... 15,126.06	1,630.00	16,756.06	
Total Operation of Plant.....	\$ 1,655,790.51	\$ 307,755.68	\$ 1,963,546.19
<b>65. FIXED CHARGES:</b>			
653. Compensation: School Employees\$ 10,223.04	\$ 473.67	\$ 10,696.71	
654. Reimbursement: Injured Pupils.. 7,142.15	1,257.35	8,399.40	
Total Fixed Charges.....	\$ 17,365.19	\$ 1,731.02	\$ 19,096.21
<b>66. AUXILIARY AGENCIES:</b>			
661. Transportation:			
1. Wages of Drivers..... \$ 490,615.68	\$ 84,327.38	\$ 474,943.06	
2. Gas, Oil, Grease..... 499,678.04	96,377.22	596,055.26	
3. Salary: Mechanics..... 500,128.21	55,930.22	556,058.43	
4a. Repair parts, Batteries..... 591,626.04	107,818.94	699,444.98	
4b. Tires and Tubes..... 169,679.30	22,600.26	192,279.56	
4c. Insurance and License..... 12,944.55	1,834.31	14,778.86	
5. Contract..... 32,330.24	11,796.62	44,126.86	
Sub-Total (1-5).....	\$ 2,297,002.06	\$ 380,684.95	\$ 2,677,687.01
6. Major Replacement..... 624,834.76	57,126.16	681,960.92	
Sub-Total (1-6).....	\$ 2,921,836.82	\$ 437,811.11	\$ 3,359,647.93
7. Principal's Bus Travel..... 20,419.00	3,333.00	23,752.00	
Total—Transportation.....	\$ 2,942,255.82	\$ 441,144.11	\$ 3,383,399.93
662. School Libraries..... \$ 97,653.56	\$ 20,868.13	\$ 118,521.69	
Total.....	\$ 3,039,909.38	\$ 462,012.24	\$ 3,501,921.62
Total Paid Out by			
Administrative Units..... 28,321,966.39	10,176,042.14	38,498,008.53	
<b>B. STATE AID PAID DIRECT:</b>			
Surety Bond Premium..... \$ ..... . . . .	\$ ..... . . . .	\$ ..... . . . .	\$ 7,696.87
Total Support of Public Schools..... \$ 28,321,966.39	\$ 10,176,042.14	\$ 38,498,008.53	\$ 38,505,705.40

**Note:** In addition, the State deposited in the administrative unit accounts \$40,026.03 which was unused, and was refunded to State in 1945-46. Unallotted transportation equipment expenditures at June 30, 1945, \$188,252.13. \*See page 17 for number State teaching personnel and average salaries paid.

## BIENNIAL REPORT OF STATE SUPERINTENDENT

SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND  
1945-46

Classification by Objects and Items	White	Negro	Total
<b>A. STATE AID PAID OUT BY UNITS:</b>			
<b>61. GENERAL CONTROL:</b>			
611. Salary: Superintendents.....	\$ 687,858.20	\$.....	\$ 687,858.20
612. Travel: Superintendents.....	48,829.90	.....	48,829.90
613. Salary: Clerical Assistance.....	299,137.44	.....	299,137.44
614. Office Expense.....	66,006.54	.....	66,006.54
615. County Boards of Education.....	9,960.57	.....	9,960.57
Total General Control.....	\$ 1,111,792.65	\$.....	\$ 1,111,792.65
<b>62. INSTRUCTIONAL SERVICE:</b>			
621. Salaries: Elementary Teachers...	18,774,648.19	9,009,939.10	27,784,587.29
622. Salaries: High School Teachers...	4,511,464.51	1,176,964.27	5,688,428.78
623. Salaries:			
1. Elementary Principals.....	812,561.70	223,157.76	1,035,719.46
2. High School Principals.....	1,879,647.76	514,922.06	2,394,569.82
Sub-Total Salaries.....	\$ 25,978,322.16	\$ 10,924,983.19	\$ 36,933,305.35
624. Instructional Supplies.....	171,688.41	45,717.54	217,405.95
Total Instructional Service.....	\$ 26,150,010.57	\$ 10,970,700.73	\$ 37,120,711.30
<b>63. OPERATION OF PLANT:</b>			
631. Wages: Janitors.....	\$ 1,073,135.28	\$ 170,992.97	\$ 1,244,128.25
632. Fuel.....	391,680.10	97,006.52	488,686.62
633. Water, Light, Power.....	171,960.78	29,635.34	201,596.12
634. Janitors' Supplies.....	89,206.15	24,322.84	113,528.99
635. Telephone.....	15,349.68	1,867.14	17,216.82
Total Operation of Plant.....	\$ 1,741,331.99	\$ 323,824.81	\$ 2,065,156.80
<b>65. FIXED CHARGES:</b>			
653. Compensation: School Employees\$	7,907.16	\$ 5,224.29	\$ 13,131.45
654. Reimbursement: Injured Pupils	7,687.90	2,313.74	10,001.64
Total Fixed Charges.....	\$ 15,595.06	\$ 7,538.03	\$ 23,133.09
<b>66. AUXILIARY AGENCIES:</b>			
661. Transportation:			
1. Wages of Drivers.....	\$ 492,096.64	\$ 86,057.54	\$ 578,154.18
2. Gas, Oil, Grease.....	460,577.23	85,384.25	545,961.48
3. Salary: Mechanics.....	584,854.52	58,195.30	643,049.82
4a. Repair Parts, Batteries.....	614,042.36	112,608.29	726,650.65
4b. Tires and Tubes.....	270,832.39	40,712.31	311,544.70
4c. Insurance and License.....	12,385.93	1,793.10	14,179.03
5. Contract .....	37,882.40	10,977.46	48,859.86
Sub-Total (1-5).....	\$ 2,472,671.47	\$ 395,728.25	\$ 2,868,399.72
6. Major Replacement.....	504,613.67	36,806.68	541,420.35
Sub-Total (1-6).....	\$ 2,977,285.14	\$ 432,534.93	\$ 3,409,820.07
7. Principal's Bus. Travel.....	20,480.55	3,418.70	23,899.25
Total Transportation.....	\$ 2,997,765.69	\$ 435,953.63	\$ 3,433,719.32
662. School Libraries.....	\$ 95,522.33	\$ 21,133.89	\$ 116,656.22
Total.....	\$ 3,093,288.02	\$ 457,087.52	\$ 3,550,375.54
Total Paid Out By			
Administrative Units.....	\$ 32,112,018.29	\$ 11,759,151.09	\$ 43,871,169.38

**B. STATE AID PAID DIRECT:**

Surety Bond Premium.....	\$.....	\$.....	\$ 2,537.51
Total Support of Public Schools \$	32,112,018.29	\$ 11,759,151.09	\$ 43,873,706.89

**Note:** In addition, the State deposited in the Administrative unit accounts \$37,648.99 which was unused and was refunded to State in 1946-47. Unallotted transportation equipment expenditures at June 30, 1946, \$143,311.03. \*See page 17 for number State teaching personnel and average salaries paid.

**From All Funds.** The following tables show total expenditures for the public schools:

Year	CURRENT EXPENSE			Total Current Expenditures	%, Local
	State Funds*	**Other State	Local Funds		
1924-25	\$ 1,355,934.14	\$ 382,767.84	\$ 19,292,198.25	\$ 21,030,810.23	91.7
1929-30	6,250,158.56	307,016.87	22,059,428.01	28,616,603.44	77.1
1931-32	16,729,002.38	294,677.34	7,025,937.44	24,049,617.16	29.2
1933-34	16,606,650.75	1733,406.76	1,956,306.27	18,296,363.78	10.7
1935-36	20,160,962.70	244,358.74	3,109,939.61	23,623,040.79	13.2
1937-38	24,342,926.58	1,506,129.83	4,449,417.80	30,298,465.21	14.7
1939-40	25,861,278.24	1,041,477.58	5,141,697.74	32,044,363.56	16.0
1941-42	27,842,625.43	2,916,522.97	5,925,511.41	36,684,669.81	16.2
1943-44	36,968,748.69	3,196,570.82	6,484,295.18	46,649,614.69	13.9
1944-45	38,498,008.53	4,324,982.05	7,265,140.48	50,088,131.06	14.5
1945-46	43,871,169.38	5,119,581.18	7,979,701.63	56,970,455.22	14.0

\*The State appropriation for aid in operating the schools.

\*\*Including State and Federal vocational funds and cost of free textbooks beginning with 1937-38.

Includes \$500,000 Federal Emergency Relief funds.

#### CAPITAL OUTLAY AND DEBT SERVICE

Year	Capital Outlay		Debt Service	
	White	Negro	Total	Total
1924-25	\$11,928,384.29	\$ 1,018,869.16	\$12,947,253.45	\$ 3,373,027.94
1929-30	4,075,064.87	734,086.48	4,809,151.35	6,200,641.57
1931-32	1,459,416.44	177,306.31	1,636,722.75	5,907,779.33
1933-34	852,731.50	89,677.53	942,409.03	5,709,358.57
1935-36	3,819,484.74	493,828.63	4,313,313.37	6,477,238.53
1937-38	4,516,803.61	700,439.79	5,217,243.40	6,809,279.05
1939-40	3,380,193.24	424,207.00	3,804,400.24	6,809,941.71
1941-42	3,554,746.03	541,171.75	4,095,917.78	7,181,737.55
1943-44	1,365,581.77	289,764.20	1,655,345.97	6,608,158.55
1944-45	1,638,670.34	188,178.76	1,826,849.10	5,950,542.80
1945-46	2,772,671.42	374,759.34	3,147,431.76	5,938,337.45

**Expenditures Per Pupil.** The expenditures per pupil in average daily attendance are shown below:

#### PER PUPIL EXPENDITURES

Year	A. D. A.	Current Expense	Capital Outlay	Total
1924-25	596,211	\$35.27	\$21.72	\$56.99
1929-30	672,895	42.53	7.15	49.68
1931-32	728,265	33.92	2.25	35.27
1933-34	756,768	24.18	1.25	24.43
1935-36	759,604	31.10	5.68	36.78
1937-38	771,982	39.25	6.76	46.01
1939-40	790,003	40.56	4.82	45.38
1941-42	779,850	47.04	5.26	52.30
1943-44	728,412	64.04	2.27	66.31
1944-45	713,146	70.24	2.56	72.80
1945-46	718,944	79.24	1.38	83.62

## BIENNIAL REPORT OF STATE SUPERINTENDENT

## TOTAL EXPENDITURES BY OBJECTS AND ITEMS, 1944-45

Objects and Items	Total Expenditures*	From State Funds**	From Local Funds***
61. GENERAL CONTROL:			
611. Salaries of Superintendents.....	\$ 699,102.68	\$ 626,178.05	\$ 72,924.63
612. Travel of Superintendents.....	77,669.75	45,697.50	31,972.25
613. Salaries of Clerical Assistants.....	413,000.76	273,323.61	139,677.15
614. Office Expense.....	80,667.29	55,982.47	24,684.82
615. Boards of Education.....	33,430.47	9,973.10	23,457.37
616. Treasurers.....	20,138.25	-----	20,138.25
617. 1. Attendance, Salaries.....	47,816.76	-----	47,816.76
2. Attendance, Travel.....	8,813.69	-----	8,813.69
618. 1. Audits.....	27,874.12	-----	27,874.12
2. Attorney Fees, Elections, etc.....	9,788.94	-----	9,788.94
61. Total General Control.....	\$ 1,418,302.71	\$ 1,011,154.73	\$ 407,147.98
White.....	987,521.54	703,763.69	283,757.85
Negro.....	430,781.17	307,391.04	123,390.13
62. INSTRUCTIONAL SERVICE:			
621. Salaries—Elementary Teachers.....	W. \$17,042,438.32	\$16,219,700.01	\$ 822,738.31
N. 7,996,488.49	7,730,553.38	265,935.11	
622. Salaries—High School Teachers.....	W. 4,438,431.65	3,926,954.88	511,476.77
N. 1,062,981.76	1,015,455.66	47,526.10	
623. Salaries—Classified Prin., Elem.....	W. 760,718.61	658,480.95	102,237.66
N. 219,567.61	193,675.19	25,892.42	
High School.....	W. 1,664,937.23	1,623,952.73	40,984.50
N. 428,525.68	418,549.14	9,976.54	
624. Instructional Supplies.....	W. 291,335.79	168,658.01	122,677.78
N. 91,152.78	46,309.83	44,842.95	
625.....	W. 102,771.90	-----	102,771.90
N. 49,577.16	-----	49,577.16	
626. Vocational Education.....	W. 1,718,362.97	-----	1,718,362.97
N. 398,041.55	-----	398,041.55	
627. Salaries of Clerks, Elem.....	W. 44,104.34	-----	44,104.34
N. 4,990.00	-----	4,990.00	
High School.....	W. 22,745.12	-----	22,745.12
N. 3,289.71	-----	3,289.71	
628. Other Expenses, Elem.....	W. 15,190.63	-----	15,190.63
N. 2,594.02	-----	2,594.02	
High School.....	W. 7,145.65	-----	7,145.65
N. 920.63	-----	920.63	
62. Total Instructional Service.....	\$36,366,311.60	\$32,002,289.78	\$ 4,364,021.82
White.....	26,108,182.21	22,597,746.58	3,510,435.63
Negro.....	10,258,129.39	9,404,543.20	853,586.19
63. OPERATION OF PLANT:			
631. Wages of Janitors and others.....	W. \$ 1,012,049.03	\$ 795,798.63	\$ 216,250.40
N. 174,130.15	117,396.97	56,733.18	
632. Fuel.....	W. 725,710.32	605,775.69	119,934.63
N. 196,016.18	138,872.63	57,143.55	
633. Water, Lights, Power.....	W. 279,129.71	155,345.23	123,784.48
N. 55,066.28	25,447.00	29,559.28	
634. Janitors' Supplies.....	W. 114,452.96	83,744.90	30,708.06
N. 35,470.72	24,409.08	11,061.64	
635. Telephones.....	W. 30,160.84	15,126.06	15,034.78
N. 4,309.45	1,630.00	2,679.45	
63. Total Operation of Plant.....	\$ 2,626,435.64	\$ 1,963,546.19	\$ 662,889.45
White.....	2,161,502.86	1,655,790.51	505,712.35
Negro.....	464,932.78	307,755.68	157,177.10

## TOTAL EXPENDITURES BY OBJECTS AND ITEMS, 1944-1945 - CONTINUED

Objects and Items		Total Expenditures*	From State Funds**	From Local Funds**
64. MAINTENANCE OF PLANT:				
641. Repairs to Building & Grounds.....	W.	\$ 1,072,995.80	\$ .....	\$ 1,072,995.80
	N.	216,099.85		216,099.85
642. Repairs and Replacements—Furn. and Inst. Apparatus.....	W.	160,967.18		160,967.18
	N.	28,415.47		28,415.47
643. Repairs and Replacements—Heat Light and Plumbing .....	W.	326,769.26		326,769.26
	N.	61,396.56		61,396.56
644. Supt., Building and Grounds.....	W.	8,715.94		8,715.94
	N.			
645. Teacherages.....	W.	6,226.03		6,226.03
	N.			
64. Total Maintenance of Plant.....		\$ 1,881,586.09	\$ .....	\$ 1,881,586.09
White.....		1,575,674.21		1,575,674.21
Negro.....		305,911.88		305,911.88
65. FIXED CHARGES:				
651. Rent .....	W.	\$ 17,102.14	\$ .....	\$ 17,102.14
	N.	7,645.50		7,645.50
652. 1. Insurance .....	W.	404,464.10		404,464.10
	N.	71,491.51		71,491.51
2. Compensation .....	W.	23,987.05	17,365.19	6,621.86
	N.	2,083.37	1,731.02	352.35
653. Retirement .....	W.	117,576.88		117,576.88
	N.	26,681.38		26,681.38
65. Total Fixed Charges .....		\$ 671,031.93	\$ 19,096.21	\$ 651,935.72
White .....		563,130.17	17,365.19	545,764.05
Negro.....		107,901.76	1,731.02	106,170.74
66. AUXILIARY AGENCIES:				
661. Transportation of Pupils.....	W.	\$ 3,081,213.54	\$ 2,942,255.82	\$ 138,957.72
	N.	518,945.50	441,144.11	77,801.39
662. Library Maintenance.....	W.	161,015.25	97,653.56	63,361.69
	N.	30,952.65	20,868.13	10,084.52
663. Texbook Replacements.....	W.	443,631.79		443,631.79
	N.	110,990.21		110,990.21
664-6. Health, Night School, Other.....		62,618.58		62,618.58
667. Lunch Rooms.....		2,009,074.27		2,000,074.27
668. National Defense.....		714,957.07		714,957.07
670. Interest on Temporary Loans.....		64.23		64.23
66. Total Auxiliary Agencies.....		\$ 7,124,463.09	\$ 3,501,921.62	\$ 3,622,541.47
White.....		6,223,583.19	3,039,909.38	3,183,673.81
Negro.....		900,879.90	462,012.24	438,867.66
Grand Total Current Expense.....		\$50,088,131.06	\$38,498,008.53	\$11,590,122.53
White.....		37,619,594.18	28,014,575.35	9,605,018.83
Negro.....		12,468,536.88	10,483,433.18	1,985,103.70
Current Expense Per Pupil in A. D. A. ....		70.24	53.98	16.25
White.....		74.86	55.74	19.11
Negro.....		59.21	49.78	9.43

## TOTAL EXPENDITURES BY OBJECTS AND ITEMS, 1944-1945—CONTINUED

Objects and Items	Total Expenditures*	From State Funds**	From Local Funds**
<b>68. CAPITAL OUTLAY:</b>			
681. New Construction.....	603,007.11	\$ .....	\$ 603,007.11
	69,197.42	-----	69,197.42
682. Alterations and Additions.....	883,878.37	-----	883,878.37
	102,618.70	-----	102,618.70
683. Library Books.....	103,964.71	-----	103,964.71
	15,814.70	-----	15,814.70
684. Transportation Equipment.....	42,388.63	-----	42,388.63
	547.94	-----	547.94
685. Other.....	4,923.36	-----	4,923.36
687. Interest.....	508.16	-----	508.16
68. Total Capital Outlay.....	\$ 1,826,849.10	\$ .....	\$ 1,826,849.10
White.....	1,638,670.34	-----	1,638,670.34
Negro.....	188,178.76	-----	188,178.76
<b>69. DEBT SERVICE:</b> .....	<b>\$ 5,950,542.80</b>	<b>\$ .....</b>	<b>\$ 5,950,542.80</b>
<b>Grand Total All Funds</b> .....	<b>\$57,865,522.96</b>	<b>\$38,498,008.53</b>	<b>\$19,367,514.43</b>

NOTES: \*From Financial Reports of County and City Superintendents.

\*\*State Nine Months School Fund only, Audit Report.

\*\*\*Obtained by subtracting \*\* from\* and including Federal and State Funds for Vocational Education, Federal Funds for Lunch Rooms and National Defense, and State Funds for Textbooks.

## II

### The Instructional Program

The public schools were established for giving instruction to the youth of the State. As preceding sections of this report show, numerous factors enter into the provision of instructional facilities—organization, buildings, teachers, textbooks, children, funds, etc. Although these factors are not always in the same amount and proportion at every school and for every child, the totals and averages of the items presented indicate in a general way the conditions which must be met in providing the instructional program. And it must be remembered that these conditions are continually changing, and so the discussion which follows has only relative accuracy as to results. For the biennium under consideration, however, an attempt has been made to gauge the situation as it obtained during this period.

In the first place, it should be stated that the four-year transition from an eleven-year instructional program based upon a 7-4

**Follow-up examinations by physician and nurse are a part of the school health program**



plan of organization to the twelve-year program authorized by the General Assembly of 1941 and inaugurated in 1942-43 covered this entire biennium. In other words, the first students to have the full benefit of The Twelve Year Program will be those who were seniors during the 1946-47 school term. During this biennium, therefore, the elementary schools embraced the first eight grades; whereas the high schools theoretically embracing and providing a four-year program actually in most instances offered only three years of work, since there were very few students for one of the grades.

### ELEMENTARY SCHOOLS

**Kindergartens.** There are no public kindergartens in North Carolina. Under present laws kindergartens may be established in the local units, provided an election is held for that purpose and the voters vote in favor of the tax to support such a school. There are more than a hundred private kindergartens, however, which are subject to the supervision of the State Department of

Bicycle Club members call on the traffic officer to check their bicycles for safety





The frieze portrays an art project correlated with fifth and sixth history

Public Instruction in accordance with standards adopted by the State Board of Education.

**Health Clinics.** Although not required by law, health clinics are held each spring in a great many elementary schools for children who will enter school for the first time the following fall. Children attending these clinics are given physical examinations and free vaccinations when requested. Parents are advised of any defects and urged to have them corrected before the child enters school in the fall. In connection with the clinic a "Beginners Day Program" is provided by first grade teachers to interest both parents and children in the school.

The law provides that children must be six years of age on or before October first before they are entitled to enroll in the public schools.

Approximately 84 per cent of the total enrollment in the public schools is in the elementary grades (689,348 in 1945-46). Consequently, there are more elementary schools (3,480), more elementary teachers (19,357), and greater facilities for teaching these children than there are for the smaller number of students enrolled in the public high schools.

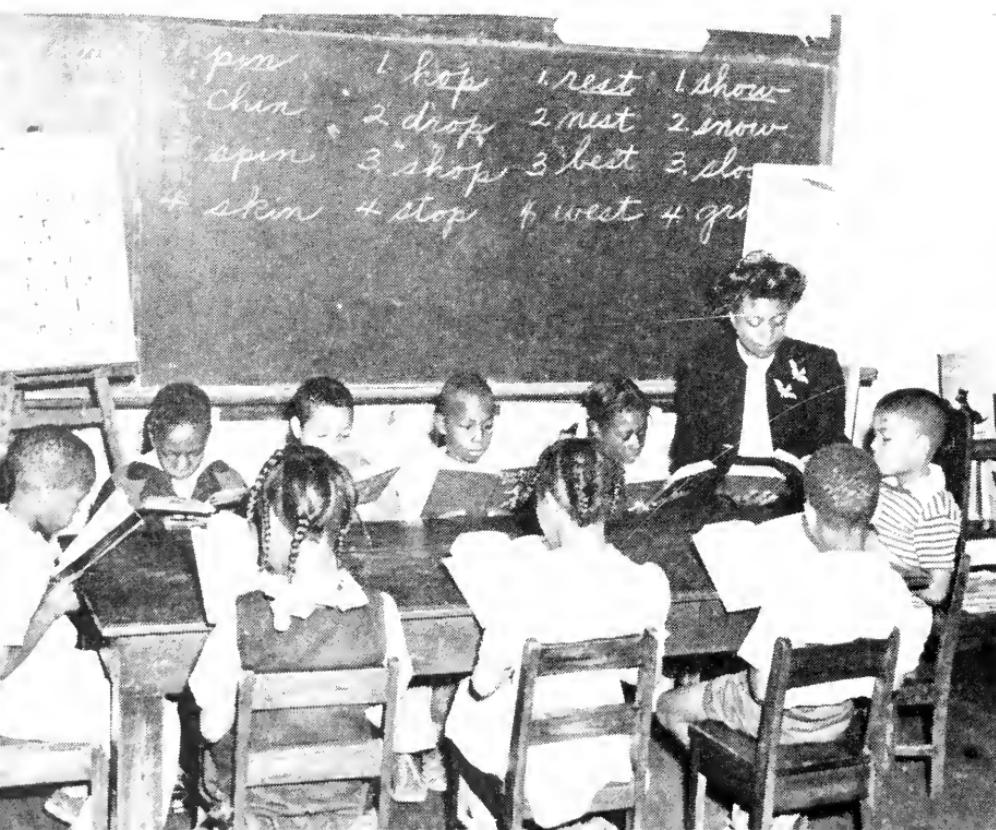
The program of instruction offered in those schools is generally uniform throughout the State, varying in degree in accordance with the training of the teacher, the methods she uses, the materials available and other community factors. This course of instruction, which begins with the first grade, includes the fundamentals, reading, writing, and arithmetic, together with art, music, social studies, science and health, as the child progresses through the grades. Basal textbooks are furnished free for all

elementary pupils, and supplementary readers containing a wide variety of reading materials, library books and other materials for enriching the course of study are available in most schools. During the year the State Department of Public Instruction prepared and distributed to all elementary teachers a new course of study in Language Arts. This publication in the hands of each teacher is intended as a guide for her in the instruction in oral and written expression, in handwriting, spelling, and in reading wth understanding and appreciation.

## HIGH SCHOOLS

There are approximately a thousand high schools in the State, varying in size according to number of pupils or teachers, but a majority having from three to 11 teachers. Due to the change from an eleven to twelve year program and on account of the war, when 17 and 18 year old boys entered the service, the number of high school students was fewer during this biennium than during the early 40's. (See table, page 18.)

Reading interests and appreciations are developed through the use of  
good books by the children themselves



**Grade Enrollment.** The grade by grade enrollment for the last year of this biennium as compiled from principal's annual reports was as follows:

	White	Negro	Total
Ninth -----	40,601	12,413	53,014
Tenth -----	31,416	8,870	40,286
Eleventh -----	27,307	6,655	33,962
Twelfth -----	6,598	2,036	8,634
Other -----	310	133	443

**Courses of Study.** In the main North Carolina public high schools offer two types of curricula—college preparatory and vocational.

Students pursuing the college preparatory curriculum are required to take certain courses, as follows: four years of English, from two to three years of mathematics, two years of social studies (one to be United States History), two years of science (one to be biology), one year of health and physical education, and the remaining elective from what is offered in the particular school.

**Subjects.** The following table as compiled from high school principal's annual reports gives the number of schools offering the subjects listed and the number of students taking each subject during the school year 1945-46:

## NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1945-46

(From High School Principals' Annual Reports)

SUBJECTS (Grades 9-12)	White		Negro		Total	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
<b>English:</b>						
English I.....	738	39,741	231	12,426	969	52,167
English II.....	715	32,713	226	8,200	941	40,913
English III.....	710	28,827	208	6,418	918	35,245
English IV.....	175	5,706	104	2,459	279	8,165
Dramatics.....	50	1,300	12	282	62	1,582
Speech.....	33	630	8	197	41	827
Journalism.....	38	743	9	192	47	935
Spelling.....	77	5,177	35	1,899	112	7,076
Radio Speech.....	1	15	---	---	1	15
Debate.....	1	16	---	---	1	16
Basic English.....	1	19	---	---	1	19
Creative English.....	1	20	---	---	1	20
<b>Mathematics:</b>						
General Mathematics I.....	569	26,611	197	10,151	766	36,762
General Mathematics II.....	82	2,800	68	2,555	150	5,355
Algebra I.....	640	27,927	173	6,535	813	34,462
Algebra II and Advanced Algebra.....	215	8,366	49	1,287	264	9,653
Plane Geometry.....	420	11,849	133	3,122	553	14,971
Solid Geometry.....	21	468	---	---	21	468
Trigonometry.....	23	519	---	---	23	519
Arithmetic.....	2	37	---	---	2	37
Aviation Mathematics.....	1	21	---	---	1	21
Basic Mathematics.....	21	390	---	---	21	390
College Algebra.....	2	144	---	---	2	144
Trigonometry.....	1	55	---	---	1	55
Textile Mathematics.....	1	20	---	---	1	20
<b>Social Studies:</b>						
Citizenship.....	619	28,394	196	9,436	815	37,830
World History.....	424	11,962	140	4,811	564	16,773
American History.....	652	26,724	190	5,996	842	32,720
Economics.....	117	2,334	62	1,580	179	3,814
Sociology.....	119	2,379	67	1,330	186	3,709
Problems.....	11	201	27	732	38	933
Geography.....	216	3,997	48	1,383	264	5,380
Ancient History.....	9	549	11	729	20	1,278
Modern History.....	8	336	13	443	21	779
English History.....	1	41	---	---	1	41
International Relations.....	3	71	---	---	3	71
Current History.....	2	56	---	---	2	56
Government.....	3	310	---	---	3	310
N. C. History.....	---	-----	25	1,343	25	1,343
Negro History.....	---	-----	11	388	11	388
<b>Science:</b>						
General Science.....	563	20,530	209	9,264	772	29,794
Biology.....	686	29,760	209	8,031	895	37,791

## NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1945-46—CONTINUED

(From High School Principal's Reports)

SUBJECTS (Grades 9-12)	White		Negro		Total	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
Chemistry.....	431	5,111	105	2,936	536	8,047
Physics.....	141	2,432	90	799	231	3,231
Senior Science.....	3	84	---	---	3	84
Health.....	400	24,328	130	8,450	530	32,778
Physical Education.....	410	38,984	139	8,747	549	47,731
Art.....	30	1,130	12	704	42	1,834
Interior Decorating.....	1	49	---	---	1	49
<b>Music:</b>	<b>46</b>	<b>2,580</b>	<b>54</b>	<b>3,651</b>	<b>100</b>	<b>6,531</b>
Glee Club.....	75	4,418	---	---	75	4,418
Band, Orchestra.....	61	3,317	---	---	61	3,317
<b>Vocational Subjects:</b>						
Agriculture I.....	323	5,014	92	1,665	415	6,679
Agriculture II.....	293	3,523	85	1,052	381	4,575
Agriculture III & IV.....	248	2,845	71	717	319	3,562
Home Economics I.....	598	16,589	160	5,510	758	22,099
Home Economics II.....	563	11,114	152	3,792	715	14,906
Home Economics III & IV.....	269	3,296	107	2,241	376	5,537
Industrial Arts, Mech, Drg.....	55	3,053	44	1,286	99	4,339
Vocational Shop, Trades.....	47	1,389	33	1,090	80	2,479
Diversified Occupations.....	20	420	16	395	36	815
Distributive Education.....	12	225	---	---	12	228
Radio.....	1	16	---	---	1	16
Building Trades.....	1	11	---	---	1	11
Textiles.....	1	30	---	---	1	30
Cabinet Making.....	1	15	---	---	1	15
Cosmetology.....	1	16	---	---	1	16
Sheet Metal.....	1	22	---	---	1	22
Auto Mechanics.....	1	20	---	---	1	20
Welding.....	1	50	---	---	1	50
Electricity.....	1	41	---	---	1	41
Weaving and Designing.....	1	18	---	---	1	18
Printing.....	5	69	---	---	5	69
<b>Business Education:</b>						
General Business.....	171	5,329	19	503	190	5,832
Typewriting I.....	353	13,650	30	680	383	14,330
Typewriting II.....	228	4,147	16	300	244	4,447
Typewriting III.....	1	12	---	---	1	12
Business Arithmetic.....	86	2,574	11	352	97	2,926
Elementary Bookkeeping.....	137	2,837	4	98	141	2,935
Advanced Bookkeeping.....	20	242	---	---	20	242
Shorthand I.....	169	3,282	15	280	184	3,562
Shorthand II.....	40	540	2	44	42	584

## NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1945-46—CONTINUED

(From High School Principal's Annual Reports)

SUBJECTS (Grades 9-12)	White		Negro		Total	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
Business Correspondence &						
Business English-----	21	568	---	----	21	568
Salesmanship-----	6	149	1	12	7	161
Business Law-----	15	286	1	72	16	358
Advanced Business Information-----	1	49	---	----	1	49
Secretarial-----	1	23	---	----	1	23
General Office Practice-----	2	57	---	----	2	57
Banking Practice-----	1	5	---	----	1	5
Business Machines-----	1	20	---	----	1	20
Consumer Economics-----	1	10	---	----	1	10
Business Organization-----	2	27	---	----	2	27
Store Management-----	1	12	---	----	1	12
Foreign Language:						
French I-----	457	8,312	166	4,066	623	12,378
French II-----	120	1,504	64	1,234	184	2,738
French III-----	1	32	---	----	1	32
Latin I-----	149	4,659	17	636	166	5,295
Latin II-----	112	3,004	13	266	125	3,270
Latin III-----	5	87	---	----	5	87
Latin IV-----	4	48	---	----	4	48
Spanish I-----	83	207	4	126	87	333
Spanish II-----	44	108	1	5	45	113
Spanish III-----	2	26	---	----	2	26
Other Subjects:						
Guidance, Occupations-----	5	147	3	67	8	214
Psychology-----	1	30	---	----	1	30
Bible and Religious Ed.-----	74	3,982	7	243	81	4,225
Driver Education and Safety-----	20	521	4	85	24	606
R. O. T. C.-----	1	321	---	----	1	321
Aeronautics-----	7	207	---	----	7	207

**Graduates.** The completion of 16 units is required for graduation from high school. Due to the fact that 1945-46 was the last year of the transition period from the eleven to the twelve year program, there were relatively fewer graduates that year than formerly. Reports from principals show a total of 8,575 graduates, 6,633 from schools for white students and 1,942 from Negro schools.



The farm shop is an integral part of the course in agriculture

## AGRICULTURAL EDUCATION

The purpose of the course in Vocational Agriculture is to train boys for the business of farming and for a happier and more useful life in the rural areas.

A department of vocational agriculture reaches the following groups for systematic instruction in agriculture:

1. The regularly enrolled high school student 14 years of age and over.
2. The out-of-school farm boy.
3. Adult farmers who meet for instruction in evening classes.
4. Veterans who receive training in agriculture.

To farm successfully, a person must know the "how" as well as the "why" of farming; therefore, each student puts into practice on his home farm the principles taught in the classroom. Instruction in farm-shop work is also given the boys and adult farmers. In many instances the school shop is kept open the year around in order that farmers may bring their tools and equipment in to be repaired.

The teaching of vocational agriculture is a good investment from a financial standpoint. For the year 1945-46 there was an average return of \$100.00 per boy from the home practical work. There was a return of \$1,700,000.00 from the home-practical work of all the students for 1945-46.

Vocational Agriculture is now taught in 427 high schools located in 92 counties, with an enrollment of about 27,000. Approximately 17,000 of these are high school students, and 10,000 are farmers in evening classes. In addition there are about 10,000 veterans receiving training in agriculture.

Teachers of agriculture had 4,600 articles published in their local newspapers the past year.

A well-balanced program is carried out in each community in which a department is located. Proper emphasis is placed on instruction for high school boys, out-of-school boys, adult farmers, shop work, the Future Farmer program and the Veterans Farmer Training Program.

Teaching Vocational Agriculture is a big business. Over one million dollars was spent on salaries of teachers during the school year 1945-46. The counties have approximately \$700,000.00 invested in equipment. Each department has a fully equipped classroom and shop.

For purposes of supervision, the State is divided into five districts with a district supervisor in charge of each district. One

These members of FFA and their calves were winners in the county fat stock show and sale



staff member devotes his full time to Future Farmer work. There is a Negro supervisor who devotes his full time to working with the Negro departments.

The training of white teachers of agriculture is done at State College, whereas the Negro teachers are trained at the Agricultural and Technical College in Greensboro.

**Future Farmer Activities.** Following is a report of the State Future Farmers of America organization for the year ending July 1, 1946:

**I. ORGANIZATION.**

Total number chartered active local chapters-----	327
Total number white departments of Vocational Agriculture without FFA chapters -----	7
Total active membership in chartered chapters-----	10,005
Total amount of National dues paid by June 30-----	\$1,000.50

**II. MEMBERSHIP DISTRIBUTION AND STATUS.**

Present distribution of active membership, by degrees:

Total No. of active members holding Green Hand Degree-----	4,664
Total No. of active members holding Chapter Farmer Degrees-----	5,156
Total No. of active members now holding State Farmer Degrees-----	175
Total No. of active members holding American Farmer Degrees-----	10
Total active membership -----	10,005
Total No. of associate members (local)-----	9,322
Total No. of honorary members (local)-----	2,426
Total No. of Honorary members (State)-----	12
Grand total membership -----	21,765

**III. PARTICIPATION IN THE NATIONAL PROGRAM OF WORK.**

**A. Supervised Farming.**

No. members who participated in production of food-----	10,005
No. members who increased size of their farming program-----	8,860
No members who used improved livestock practices-----	4,672
No. members who used improved crop production practices-----	5,261
No. chapters engaging in organized livestock loss prevention work-----	286

**B. Community Service.**

No. members who repaired and/or reconditioned farm machinery-----	7,662
No. members engaging in organized conservation work, (with soils, water, trees, protection of wild life, prevention of forest fires, vital materials, etc.)-----	6,211
No. members who repaired farm buildings and/or equipment-----	3,654

**C. Leadership.**

The State Association nominated its full quota of American farmers.

No. chapters having libraries with 5 or more FFA books-----	308
---	-----

No. chapters holding a public-speaking contest	285
No. chapters using accepted form of parliamentary procedure in conducting chapter meetings	296
No. chapters having definite continuing written program of work	296
No. chapters issuing news sheets or news letters	88
No. chapters preparing publicity material regularly	268
No. chapters participating in leadership training schools of conferences for local chapter officers and members provided by State Association	282
Total member participation	8,672
No. of chapters that have prepared and given one or more radio programs	29
Total No. chapters within the State visited by State boy officers during the past year	46
No. of Association members attending last National FFA Convention	18

**D. Recreation.**

No. chapters that provided supervised recreation	281
No. members who participated in supervised recreation activities	7,306
The State Association owns two camps, White Lake Camp at White Lake, and Tom Browne Camp near Barnardsville, N. C.	
Length of camping period	10 wks.
No. of members attending State camps	3,418
No. of chapters represented	308
State Association participated in National FFA Day program	

**IV. INVESTMENTS IN FARMING.**

Total amount actually invested in farming by active members as of January 1, 1946 \$756,522.00

**A. Final Total Report on Wartime Activities, Covering period from June 30, 1941 to July 1, 1946.**

1. Total maturity value of war and Victory bonds and stamps purchased by chapters and individual members \$393,154.80
2. Total maturity value of war and Victory bonds and stamps sold by chapters and individual members \$277,872.50
3. Pounds of scrap metal collected by chapters 4,456,952
4. Pounds of paper collected by chapters 758,848
5. Bushels of rags collected by chapters 405,396
6. No. of burlap bags collected by chapters 610,102
7. Pounds of rubber collected by chapters 618,203
8. No. of members who served in the armed forces of the United States (Army, Navy, Marines, Coast Guard, etc.) 1,592

	No. Gardens	Total Acreage
9. Victory Gardens		
Grown by FFA members	9,256	5,369
Grown as chapter projects	212	182
Grand total	9,468	5,551
10. No. farm workers placed on farms through the aid of the FFA		1,022
11. No. FFA members who helped Victory Farm Volunteers to become acquainted with farm life		492
12. No. Victory Farm Volunteers helped by FFA members to become acquainted with farm life		362
13. No. farm machines repaired by FFA members		1,468
14. No. of pieces of farm equipment constructed		8,201
15. No. food conservation centers constructed and equipped with the assistance of FFA chapters		261
16. No. of No. 2 cans of food processed by FFA chapters	212,000	

**New Farmers of America Activities.** The North Carolina Association of NFA affiliated with National organization composed of Negro farm boys studying Vocational Agriculture in the public schools of 16 southern states has been active 20 years and it has the second largest membership of any of the State groups. The National body is the largest farm organization among Negro farmers. The North Carolina group is divided into three units: local chapters, which meet at least once per month; federa-

More than 3000 farm boys attend FFA Camp each summer



tions which are made up of several near-by chapters; and the State Association. The local units have regular meetings once or twice per month, federations meet quarterly and the State Association, annually. The boys learn to conduct meetings according to the best parliamentary practices. Training is provided in organizing and carrying out programs, suitable recreation and respect for authority.

The purposes of the organization are to encourage and promote successful farm operations, develop aggressive, competent, rural leadership, foster improvement of the home, farm and surroundings, practice thrift and cooperative effort which are so valuable in the development of useful citizens.

During the 20-year period, the North Carolina Association has the distinction of having had as its members State agents for Negro work in the states of North Carolina and Virginia. The State 4-H Club Agent and the Extension Dairy Specialist, a member of the teacher training staff of the Agricultural and Technical College, and 45 of the 95 agricultural teachers of North Carolina came up through the ranks of the NFA. A large number, running into thousands, of former members are now successfully established in farming. One in Warren County has just established perhaps the most modern dairy plant of any Negro in the State. Four former members are serving as medical doctors and dentists in rural areas of North Carolina. An increased number of successful rural ministers had their beginning for leadership in one of the units of the State Association.

During the war period different units participated in many war activities. Perhaps the most conspicuous was the 21,000 cans of food which the young men prepared and presented to UNNRA for European relief.

For a number of years the State group has made it a practice of providing for needy individuals and groups on a local and State basis. Beginning in 1941 and continuing through this year, the State Association has sponsored a program for the benefit of the Negro Orphanage at Oxford.

Some \$30,000 in United States Government Bonds have been purchased in the name of the Colored Oxford Orphanage. This fund is being established for the purpose of constructing a vocational building on the campus in memory of the late George Washington Carver.

#### EXPANSION OF VOCATIONAL AGRICULTURAL PROGRAM

Year	Number of Schools	All-Day Enrollment	Evening Class Enrollment	Total Enrollment	Financial Returns on Supervised Projects
1918-19	29	323	-----	323	\$ 41,480.85
1919-20	44	721	-----	721	59,741.64
1924-25	105	2,943	2,350	5,293	600,477.03
1929-30	154	5,300	5,220	10,520	1,407,642.23
1931-32	185	7,403	6,279	13,682	891,905.40
1933-34	223	9,059	6,874	15,933	837,906.32
1935-36	294	12,064	8,040	20,104	1,963,955.53
1937-38	371	17,000	10,000	27,000	1,352,000.00
1939-40	403	18,621	13,626	32,247	2,077,233.77
1941-42	489	20,856	9,139	29,995	2,374,505.85
1943-44	431	17,934	2,090	20,024	2,227,672.38
1944-45	397	17,280	3,743	21,023	1,660,431.87
1945-46	427	16,256	10,549	26,805	1,635,763.33



War veterans observe dewberry culture

## THE VETERANS FARMER TRAINING PROGRAM

Approximately 18,000 veterans of World War II are enrolled in a farmer training program sponsored by the State Board of Education as a part of the out-of-school educational program of 485 local departments of Vocational Agriculture. The training of these veterans is possible as a result of a special contract with the Veterans Administration. The objective of this program is to train veterans for establishment and proficiency in farming.

The Veterans Farmer Training Program in North Carolina is administered by the State Board of Education in cooperation with local administrative units. The teacher of agriculture is responsible for the program in the local community and has one or more assistant teachers who give instruction and on-the-farm supervision to the veterans enrolled.

This training program is designed for veterans who desire to become farm operators on a self-proprietorship basis as soon as possible after their discharge from service. Each veteran's training situation must be adequate for the development of the skills required for successful farming and for progressive establishment in farming. In order to become an enrollee in this training program, the following qualifications must be met.

1. The veteran must have complete control of the operation of the farm through ownership, lease, management agreement, or other tenure arrangement which fully protects the veteran.
2. The farm must be of sufficient size and suitability for full time instruction in all farm management operations necessary to the particular type of farming selected and that the operation of the farm together with the course of training will occupy the full time of the trainee.
3. The size and quality of the farm must indicate that it will be sufficiently productive to insure the trainee a satisfactory income under normal conditions at the conclusion of the training program.
4. The trainee must:
  - a. Spend a minimum of 200 hours per year attending classes of organized instruction conducted by the teacher of agriculture or his assistant.
  - b. Be engaged in full time farming—including the time spent in organized instruction and on-the-job instruction.

Crop varieties and production methods are studied by veterans



- c. With the assistance of the teacher and his advisory committee, prepare a home and farm plan including financial statement, budget of income and expenses, schedule of production and disposal of crops, livestock products, inventory of livestock, equipment and supplies, and statement of family living furnished by the farm.
5. In addition to the organized instruction the teacher must visit each trainee on the farm at regular intervals for a minimum of 100 hours per year and not less than two visits per month for the purpose of giving the trainee instruction and assistance in planning and managing the operation of the farm and for the purpose of relating the institutional instruction to the carrying out of the farm and home plan.

Since the program started in February 1946, emphasis has been placed on the development of managerial and operative skills needed for successful farming. Instruction is based on the type of farming most profitable in the area and the skills needed in carrying out the individual farm plans. Farm management, farm mechanics, crop and livestock production, and soil conservation are the main units of instruction given.

Records of the achievements of each trainee are kept by the assistant teachers as a basis for making an annual appraisal of his progress in the training program. Each trainee is required to make satisfactory progress in order to continue his training.

### **HOMEMAKING EDUCATION**

Education for homemaking cannot be left to chance in this complex world. Since preparation for effective family living affects the efficiency of adults in every vocation and the children in each home, its importance is far reaching.

Homemaking education is much more than acquiring cooking and sewing skills in the classroom. This part of education enables a student: to assist in taking care of younger children, because she has gained some understanding of their development; to improve the appearance of her home so that she enjoys having friends visit her; to develop personally so that she can make friends easily; to transform a dilapidated piece of furniture into an article of comfort and beauty; and to solve various other types of homemaking problems.

Students also work cooperatively on various class and community activities. In working together on common undertakings,



Students learn first aid in the homemaking program

qualities of dependability, judgment, initiative and cooperation are put into active practice. Through participation in community projects, students are given a better understanding of conditions outside of the home which affect the quality of family living. For example, conditions under which food is bought and sold, prices, soil conservation, public sanitation, laws affecting family health—all have a new meaning to students of homemaking.

Homemaking instruction varies widely from school to school and within groups taught by the same teacher, as each is based on the abilities, needs, interests and aspirations of the students. To accomplish this, it is necessary to know students' environment, the homes represented and the local community. To provide for this, vocational teachers are employed beyond the regular school term; they are reimbursed for travel; and they are allotted a period in the school day for consultation with individual pupils.

Teachers are given assistance in general planning by attending summer conferences and monthly group meetings; also through curriculum materials which are revised at frequent intervals. During 1946-47 county groups have worked further in the child development area of the curriculum.

With the recent availability of new equipment, much improvement in the physical aspect of homemaking departments has been

made. Additional electrical equipment, improved cabinet and storage space have all added to the efficiency of homemaking departments. A bulletin on *Space and Equipment for Homemaking Departments in North Carolina* has recently been completed. This is designed to assist teachers and administrators with problems of remodeling old departments or planning for departments in new buildings.

The two homemaking student organizations, Future Homemakers of America and New Homemakers of America have shown remarkable growth in the past two years. Three hundred F. H. A. chapters have become affiliated during 1946 with a membership of 9,743; while there were 1,903 N. H. A. members within 72 chapters. One of the purposes of these organizations is to develop further interest in the field of home economics. In reaching this aim it is expected that an increasing number of young women will choose the field of teaching while considering other professional opportunities which are open to home economics trained people.

F. H. A. and N. H. A. chapters throughout North Carolina have engaged in many worthwhile school and community projects. The North Carolina State Association of F. H. A. is working toward the ownership of a summer camp. For the past two summers

This "before and after" project by a homemaking student resulted in following improvements: ceiling fixed; woodbox constructed; kitchen walls, cabinets and other accessories painted; new clock and linoleum provided; curtains laundered; and kitchen rearranged



more than 2,000 members have had the benefit of camping experience. N. H. A. chapters throughout the state have participated in the Tuberculosis Association drive.

The marked decrease in organized classes for adults points to the fact that other channels must be opened through which to instruct adults. Much individual and small group work is now being done in the homes of adults, rather than through organized classes. Also many groups are already organized through which the homemaking teacher can give special assistance. The reports of countless teachers include talks, demonstrations, program planning, committee work, etc., in connection with the local Woman's Club, Garden Club, Red Cross, Community Council, P. T. A., etc.

The value of homemaking education is well recognized in North Carolina. There were approximately 875 homemaking departments in the high schools of North Carolina in 1945-46. 413 of these were reimbursed from State and federal funds for vocational education. The following table shows the growth in the vocational homemaking program over a period of twenty-six years:

Officers of FHA represent each section of the State



## GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION

Departments	Enrollment	Evening Classes	
		Number	Enrollment
1919-20	1	30	19
1924-25	0	0	31
1929-30	6	227	271
1931-32	34	1,667	277
1933-34	41	2,184	285
1935-36	113	6,737	318
1937-38	227	15,756	338
1939-40	280	20,891	161
1941-42	359	25,808	251
1942-43	394	29,173	192
1943-44	407	29,420	139
1944-45	406	26,493	160
1945-46	413	27,073	114

**School Lunch Program**

The School Lunch Program was set up in August, 1943 as a part of the State Department of Public Instruction under the Division of Vocational Education. At the time the program was organized, the staff consisted of a State supervisor, one assistant supervisor, one secretary, and one auditor. During this period, August, 1943 to June, 1946, the staff was increased to include one State supervisor, three assistant supervisors, one secretary, one part-time secretary, two audit clerks, and three clerks.

**Adults as well as high school students have opportunities to gain instruction while using the facilities of the homemaking cottage**





More than 1200 schools participated in the school lunch program

Federal assistance has meant much to the School Lunch Program in North Carolina. Many schools are operating lunch rooms for the first time, purchasing needed equipment and serving better lunches to a larger number of children.

During the school year ending June 30, 1946, a total of 35,666,-471 lunches of all types were served to the children at a cost to the parents of \$3,389,727.00, or an average cost of approximately 10 cents per lunch. The same lunches for these children without Federal assistance would have cost the parents about 20 cents per lunch, or a total of \$6,197,904.05.

The nutritional and educational advantages of the program to the children who have received a well balanced meal each day cannot be evaluated in dollars. The value of a supervised feeding program is reflected in stronger bodies, better classroom work, and improved eating habits which are carried back to the homes of these children. These and many other advantages which vitally affect the health and general welfare of the children have become recognized throughout the State as evidenced by an increased participation of schools in the Federal School Lunch Program and personal reports from various communities. There were 549 schools participating in the program in 1944 and 1,015 in 1946, an increase of 85%.

On the whole, the untrained personnel operating the lunchrooms over the State have done a good job, but inadequate supervision by trained personnel on the State and local levels has prevented their doing a better job.

Statistical information on the program from its beginning in August, 1943 through June 30, 1946, follows:

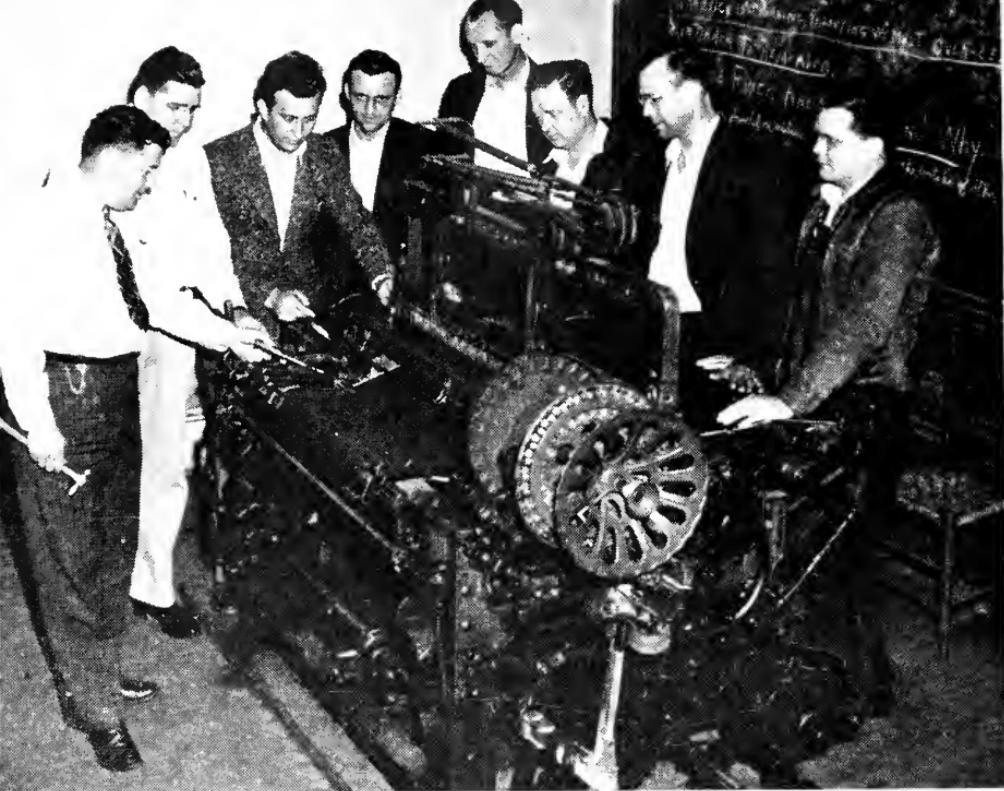
	SCHOOL LUNCH REPORTS		
	1943-44	1944-45	1945-46
Number schools approved for operation .....	549	915	1,015
White .....	479	769	875
Negro .....	70	146	140
Cash income from program .....	*	\$4,671,596.21	\$6,392,534.35
Receipts from sale of lunches .....	*	2,385,102.27	3,389,727.08
U. S. D. A. reimbursements .....	\$ 760,636.20	2,252,699.21	2,808,176.97
Other .....	*	33,794.73	194,630.30
Expenditures .....	*	4,533,918.33	6,471,812.88
Food .....	*	3,073,756.38	4,464,179.70
Labor .....	*	1,112,061.85	1,572,283.26
Other .....	*	348,100.10	435,349.92
Value donated goods and services .....		117,628.42	43,331.93
	1943-44	1944-45	1945-46
Number and % lunches served	10,967,459 100.000	27,200,801 100.000	35,666,471 100.000
Type A .....	6,662,462 60.750	20,680,354 76.030	29,223,643 81.938
Type B .....	154,714 1.410	51,726 .190	613 .001
Type C .....	804,965 7.339	819,175 3.011	611,476 1.714
Type A WOM .....	3,123,558 28.480	5,607,263 20.614	5,825,874 16.334
Type B WOM .....	221,760 2.021	42,283 .155	4,865 .013
Number lunches served free ..	*	2,495,521 9.174	2,526,261 7.083
Type A .....	*	1,830,501 8.851	2,041,519 6.985
Type B .....	*	8,812 17.035	99 16.150
Type C .....	*	48,111 5.873	21,165 3.461
Type A WOM .....	*	594,572 10.603	462,191 7.933
Type B WOM .....	*	13,525 31.986	1.287 26.454
State administrative expenditures .....	\$10,432	\$18,714	\$23,174

\*Information not available. WOM—Without Milk.

## TRADE AND INDUSTRIAL EDUCATION

Trade and Industrial Education received quite an impetus during the war and this has been reflected in the attitude of students as well as school officials. The year 1945-46 closed with a demand on the part of the schools throughout the State that would practically double the program if funds and instructors were available. Much of the demand comes from war veterans. These men saw, while in service, the need for and the advantage of trained tradesmen.

Of course, it is practically impossible to equip shops adequately in all the trades for all the schools; however, many smaller cities might solve the problem of trade and industrial education in a very efficient manner by establishing a program of Diversified Occupations. This type of instruction uses the industries in the



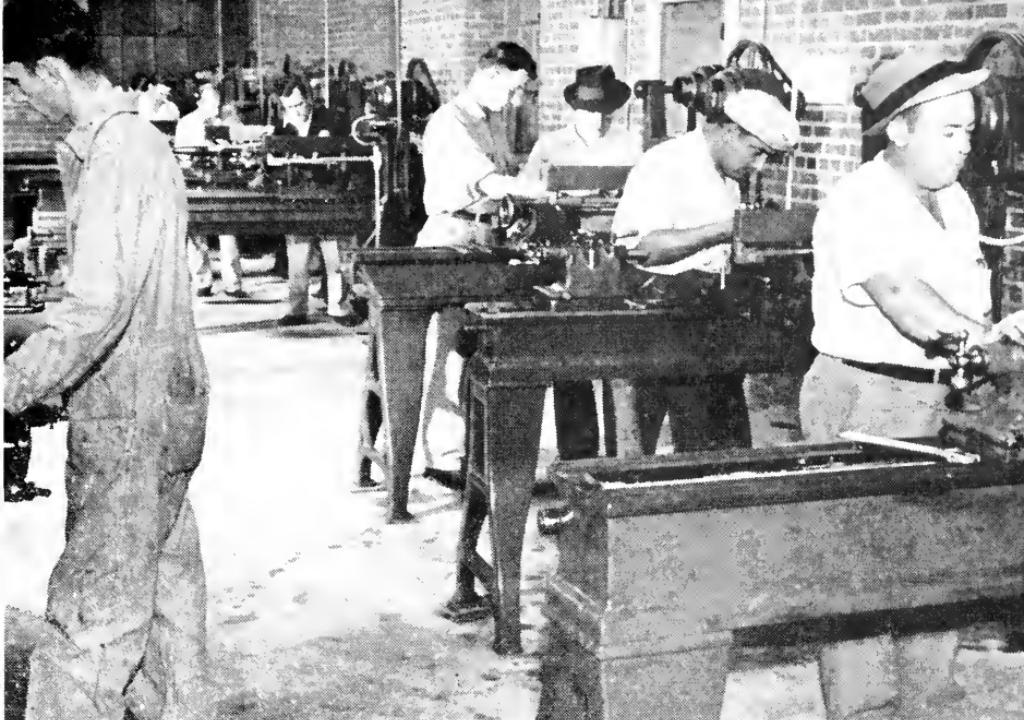
Training in loom fixing in an extension class under the program of Trade and Industrial Education

GROWTH OF TRADE AND INDUSTRIAL EDUCATION IN  
NORTH CAROLINA

Year	Number of Classes	Enrollment
1918-19	5	128
1919-20	73	806
1924-25	259	3,892
1929-30	384	5,887
1931-32	386	5,952
1933-34	405	6,405
1935-36	572	9,649
1937-38	641	11,046
1939-40	714	11,582
1941-42	798	14,366
1942-43	562	9,997
1943-44	532	8,756
1944-45	407	7,859
1945-46	331	7,350

community as laboratories and thus fills the requirements for both numbers as well as various types of training for the community.

The evening trade extension classes have increased appreciably. The boys coming out of service back into civilian life are requesting the establishment of such courses to give them the technical



A trade extension class in machine shop

information necessary to help them in the jobs they now hold, and more especially, to prepare them for promotion in the trade or industry of their choice.

### DISTRIBUTIVE EDUCATION

Distribution is the phase of our economy now causing most concern to government officials and economists. Our productive industries (farming, processing and manufacturing) have demonstrated their ability to produce almost twice as much consumer goods as we have ever been able to distribute to the consuming public. Full and continuous employment depends on the ability of distributors to sell the full production of farm and industry. Distribution is the key to full employment and prosperity.

Retailing alone is the third largest industry in the United States, while those employed in distribution and services comprise by far the largest group of workers. The trend of employment away from farming and manufacturing into the various fields of distribution and services still continues.

Distributive education is designed to increase the efficiency of distributors. Its purposes are to fit young workers to become self-supporting, efficient members of our community by providing specialized training in preparation for distributive occupations

and to provide in-service training for both management and full-time workers.

Expansion of this program has been limited by lack of funds and loss of experienced personnel to business organizations offering higher sales.



Students work part-time under the State's Distributive Education program

In the high school program selected students are enrolled in cooperative part-time classes where they are given vocational training which is correlated with work experience in various distributive businesses. Although the number of pupils trained

through this program is relatively small, many of them have been very successful in filling junior executive positions in retailing soon after graduation from high school. New programs requested by many school administrators could not be organized because no funds were available for salaries.

To meet the educational needs of regularly employed workers, specialized programs have been developed for various fields of distribution such as the restaurant and hotel group, dairies, depart-

COOPERATIVE PART-TIME VOCATIONAL TRAINING FOR YOUNG WORKERS

Year	No. Classes	No. Persons	Earnings
1939-40	1	26	\$-----
1940-41	7	182	-----
1941-42	15	318	56,108.93
1942-43	16	356	79,300.35
1943-44	14	254	68,006.61
1944-45	15	*267	74,640.81
1945-46	13	241	58,942.74
1946-47	15	330	139,909.34

\*Approximate figure.

ment stores, apparel stores, food stores, furniture and drug stores. During the war years special courses were developed to: (1) Prepare new workers to replace those lost (2) Familiarize experienced salespersons with regulations and new merchandise (3) Provide information on government regulations and laws for managers,

An extension class on How to Supervise



owners of retail business and (4) Provide instruction for executives and supervisors in supervision and training of new employees.

During the past two years one of the greatest needs of distribution has been for better trained executives and supervisors and for retraining of sales personnel who had developed bad selling habits during the period when merchandise was far shorter than the demand. Increasing emphasis is being placed on training for the owners, managers and junior executives because such training is far reaching and leads to greater efficiency of distribution.

EXTENSION CLASSES AND ENROLLMENT 1942-46

Year	Executive Classes		Employee Classes	
	Number Classes	Number Enrolled	Number Classes	Number Enrolled
1942-43	12	110	83	2,657
1943-44	13	135	90	2,460
1944-45	39	560	83	1,708
1945-46	69	990	175	4,047

NOTE: Enrollment in war-time clinics not included.

## OCCUPATIONAL INFORMATION AND GUIDANCE

Great impetus to the guidance movement in North Carolina came about when the Department of Public Instruction in 1939, taking advantage of Federal funds made available for guidance from vocational education funds, set up an Occupational Information and Guidance Service in the Division of Vocational Education. The primary purpose of the service was to strengthen the vocational education program and to assist schools in the development of better guidance programs.

Each year more superintendents and principals indicate an interest in guidance as a major function of their school program, and more schools have designated some person in the faculty to give special direction to the program. Some of the more specific functions and purposes of the guidance service are:

1. To prepare and distribute special bulletins dealing with plans, courses of study, and literature on studies, investigations, and surveys in the field of occupational information and guidance.

2. To aid in initiating a guidance program in schools previously doing little work in this field.
3. To assist in evaluating the program in schools already doing considerable guidance work, and to offer suggestions for expansion.
4. To meet upon invitation with educational or civic groups for the purpose of discussing general problems and phases of guidance.
5. To cooperate with other agencies interested in the broad aspects of various youth problems such as the State and National Vocational Guidance Association, civic clubs, employer and labor groups, the Occupational Information and Guidance Service in the U. S. Office of Education and the North Carolina Education Association.
6. To promote the training of teacher-counselors in occupational information and guidance, and to advise with teacher trainers on all matters pertaining to the improvement of the program in the State.
7. To conduct, in cooperation with local authorities, group conferences for the purpose of improving local programs of guidance.
8. To answer by correspondence requests from schools and other interested agencies for sources of occupational and guidance information.

A functional guidance program includes certain definite services which should be available for each pupil in all schools regardless of size. The important areas of a guidance program are: (1) an individual inventory, (2) a study of local, regional and national occupational information, (3) an exploration of additional and further training opportunities, (4) counseling, (5) placement, and (6) follow-up of all school-leavers. A guidance program should also reveal facts which point to needed changes in the curriculum.

The 1945-1946 report submitted by each high school principal includes a section pertaining to guidance. A summary of 959 of these reports reveals evidences of guidance programs as indicated by the per cent of schools having or engaging in the following: Individual cumulative record folders, 80.0 per cent; standard achievement tests at regular intervals, 57.1 per cent; file for occupational information, 50.0 per cent; file on further training opportunities, 53.0 per cent; regular course in occupations, 23.3 per cent; individual counseling about educational and vocational

plans, 75.4 per cent; assistance in placing all pupils in next steps, 67.0 per cent; and follow-up of all graduates and drop-outs, 39.0 per cent.

In addition 655 or 66.1 per cent of the 959 high schools reported that someone had definitely been placed in charge of the guidance program. 622 schools, or 65.0 per cent, indicated that one or more staff members were assigned to do individual counseling. For these schools 2.4 hours per week had been included in the regular schedule for individual counseling.

One of the most encouraging facts in connection with the guidance program is the increasing number of superintendents who are requesting assistance in county-wide in-service programs for teachers. The Occupational Information and Guidance Service will assist with these programs just as far as possible. The real function of this service is to assist school administrators and teachers to do the best guidance job that is possible.

### SCHOOL LIBRARIES

School libraries continue to develop and to increase their usefulness. In one particular, however, the situation is grave—that of personnel. Inasmuch as real library service is dependent upon sufficient and adequately trained personnel, the complete usefulness of the splendid book and materials collections which are developing is limited to the extent that librarians and teacher-librarians are available. Requests for help in employing at least 50 full time librarians—who could not be found—have been re-

A good story creates interest in finding books to read for one's self





THE  
WORLD  
FROM  
YOUR  
DOOR  
STEP



## THROUGH BOOKS



Books of other countries develop greater understanding of our "one world" problems

ceived within the past year. A long range program indicates a minimum of 250 full time school library positions in the State in a five year period if personnel can be found. This is more than double the present number of such positions. Of especial significance is the emphasis on elementary schools. The present plan contemplates the employment of one librarian to serve several elementary schools until personnel and additional funds for full time people in the larger schools are available. Of the 2,365

### PERSONNEL WITH SOME LIBRARY TRAINING

Year	White		Negro		Total	Full-time School Librarians
	Elementary	High	Elementary	High		
1929-30	*	*	*	*	*	11
1931-32	90	147	16	30	283	55
1933-34	98	140	24	25	287	42
1935-36	95	165	21	39	320	55
1937-38	88	142	36	57	323	91
1939-40	136	294	65	92	587	103
1941-42	175	322	82	111	690	111
1942-43	206	343	98	124	771	129
1943-44	204	305	107	129	745	121
1944-45	202	284	114	135	735	121
1945-46	201	264	115	130	710	122

\*Figures not available.

schools reporting libraries in 1945-46, there were 1,673 in which some teacher was charged with responsibility for the library. Of this number 122 were full time librarians with some training in library science, 588 were part-time librarians with some training in library science, and 963 were without any training in library science.

Library rooms, attractively and suitably equipped, are to be found in increasing numbers. As building supplies become more readily obtainable, this phase of the library program receives greater attention. In almost all new buildings, library quarters with reading room and workroom are provided; in building additions, attention has been given to library rooms; and in renovations the library has had definite consideration.

Expenditures for libraries are derived from local funds, county or city funds, State school fund for maintenance, and from rental fees handled by the Textbook Division. National standards recommend an annual expenditure of \$1.50 per pupil for keeping the library collection up-to-date and in order. Our State average is a little more than one-third of this recommended amount. Expenditures have increased in past years with the result that more adequate school library collections are available to our young people.

While many books, especially classics in good illustrated editions, have been difficult to secure in recent years, books for children and young people have been available in reasonable quantities, although the paper and bindings have sometimes been inferior to that normally expected. There have been approxi-

Students find satisfaction and stimulation of mental interests through good library service



## EXPENDITURES FROM STATE SOURCES

Year	State School Fund	Textbook Division
1931-32*	\$ 25,308.69	\$-----
1933-34	16,505.06	-----
1935-36	24,180.74	-----
1937-38	46,729.46	-----
1939-40	47,503.71	***4,180.12
1941-42	52,499.63	***39,452.55
1942-43	71,996.63	116,519.40
1943-44**	120,028.89	122,023.68
1944-45	118,521.69	135,546.10
1945-46	116,650.22	135,990.95

\*First year of State Eight Months School Fund.

\*\*First year of State Nine Months School Fund.

\*\*\*Only elementary schools participated.

## TOTAL EXPENDITURES FOR SCHOOL LIBRARIES

Year	White	Negro	Total Expenditures	Average Per Pupil
1929-30	\$-----	\$-----	\$128,441.55	\$ .32
1931-32	70,190.50	10,219.82	80,410.32	.16
1933-34	98,333.41	11,934.43	110,267.54	.19
1935-36	123,151.11	17,646.62	140,797.73	.25
1937-38	215,969.22	28,961.16	244,930.38	.40
1939-40	236,551.93	31,977.84	268,529.77	.40
1941-42	277,725.30	42,561.33	320,286.63	.45
1942-43	325,199.70	52,983.12	378,182.82	.53
1943-44	376,809.15	65,186.92	441,996.07	.63
1944-45	368,520.63	74,679.03	443,199.66	.64
1945-46	410,733.45	79,789.80	490,523.67	.69

mately 325,000 books added each year of the biennium and about 110,000 discarded because they have been worn out or outmoded.

The table on the "Number of Library Books Owned" is based on the total ownership in all schools of the State as shown on the superintendent's statistical report. The number of volumes per pupil is based on average daily membership. National standards recommend a minimum of five books per pupil.

The appreciation which the pupils have for these good library collections is expressed in their use of the books. Circulation statistics continue to show an increase and are to a considerable extent in direct ratio to the availability of material. Since 1931-32 the book collection has doubled and the circulation of books has also doubled. This ratio is true on a per pupil basis as well as on a total volume basis.

## NUMBER OF LIBRARY BOOKS OWNED

Year	Total Volumes	Volumes Per Pupil
		A. D. M.
1924-25	590,273	.7
1929-30	1,218,080	1.4
1931-32	1,395,267	1.6
1933-34	1,564,928	1.7
1935-36	1,739,223	2.0
1937-38	1,985,984	2.3
1939-40	2,163,183	2.5
1941-42	2,553,442	3.0
1942-43	2,727,933	3.4
1943-44	2,983,072	3.8
1944-45	3,197,933	4.2
1945-46	3,361,476	4.3

## CIRCULATION OF SCHOOL LIBRARY BOOKS

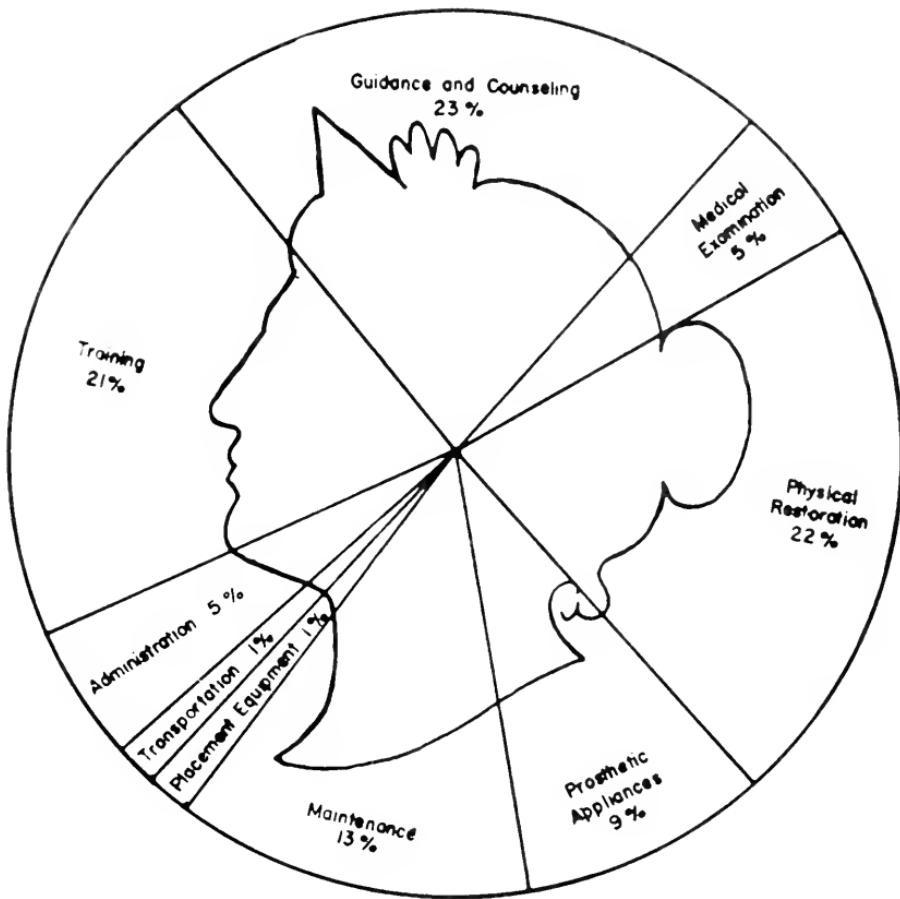
Year	White	Negro	Total	Average
				Per Pupil
1931-32	3,690,575	210,511	3,901,086	6.5
1933-34	4,083,941	184,107	4,268,048	7.2
1935-36	4,094,297	395,748	4,490,045	8.1
1937-38	5,266,816	603,805	5,870,621	9.6
1939-40	7,291,671	965,815	8,257,486	12.24
1941-42	8,195,864	911,615	9,107,479	12.68
1942-43	7,575,489	990,975	8,566,464	11.96
1943-44	8,145,904	1,204,756	9,350,660	13.40
1944-45	8,471,240	1,367,695	9,838,935	14.29
1945-46	8,648,369	1,347,849	9,996,218	14.08

With the increased use of films and other audio-visual materials, the librarian is being called on extensively for information on this type instructional aids. Service in locating needed films, recordings, film strips, and like materials is illustrative of the close participation which the library has in the total instructional program.

## VOCATIONAL REHABILITATION

Rehabilitation is the restoration of handicapped persons to the fullest physical, mental, social, vocational and economic usefulness of which they are capable.

The program is administered on a State-wide basis with the assistance of the Federal government. Service is provided on an equal basis for disabled residents of all races and creeds and to persons with varying degrees of education in both rural and urban areas. Any service is available which is necessary to prepare a disabled person for remunerative employment.



## YOUR REHABILITATION DOLLAR IN 1946

While all of the following services are not required in every case, this outline covers the nine integral factors of successful rehabilitation:

1. Early location of persons in need of rehabilitation to prevent the disintegrating effects of idleness and hopelessness.
2. Medical diagnosis and prognosis, coupled with a vocational diagnosis as the basis for determining an appropriate plan for the individual.

3. Vocational counseling to select suitable fields of work, by relating occupational capacities to job requirements and community occupational opportunities.
4. Medical and surgical treatment to afford physical restoration and medical advice in the type of training to be given and in the work tolerance of the individual.
5. Physical and occupational therapy and psychiatric treatment as a part of medical treatment where needed.
6. Vocational training to furnish new skills where physical impairments incapacitate for normal occupations, or where skills become obsolete due to changing industrial needs.
7. Financial assistance to provide maintenance and transportation during training.
8. Placement in employment to afford the best use of abilities and skills in accordance with the individual's physical condition and temperament, with due regard to safeguarding against further injuries.
9. Follow-up on performance in employment to afford adjustments that may be necessary, to provide further medical care if needed, and to supplement training if desired.

For administrative purposes the State is divided into the Western, Central and Eastern districts, with district offices located at Charlotte, Durham and Greenville. There is a district supervisor in charge of each of the district offices. Local offices are located at Asheville, Lenoir, Salisbury, Winston-Salem, Greensboro, Raleigh and Wilmington. There are a total of twenty-five counselors working out of the district and local offices. This number includes three counselors who work exclusively with the tuberculous. These counselors visit, interview and arrange services for the disabled in every community in the State.

Any resident of North Carolina sixteen years of age or over who is physically or mentally disabled, whether congenital or acquired by accident, injury or disease, and who is totally or partially incapacitated for remunerative employment is eligible for rehabilitation services.

The eligible client, in order to be feasible of rehabilitation, must have or be able to attain: Physical ability enough to work; mentality and education sufficient to learn and hold a job; adequate emotional stability and willingness to work; and aptitude to attain a marketable skill or service. Each client is given a general medical examination, and an examination by a recognized

specialist if indicated. The key to all rehabilitation work is the recognition of one cardinal point, namely: very few jobs require all human faculties. Therefore, it is a problem of fitting the abilities of the individual to the requirements of a job. It is a problem of placing a man according to his abilities—not rejecting him because of his disabilities.

The fundamental services of counseling, guidance, training and placement are available to every client. The equally basic service of furnishing training supplies, placement equipment, occupational licenses, transportation, maintenance, prosthetic devices, and physical restoration are available on an economic needs evaluation.

When a person has been given a part of all of the above services to the extent that he has a permanent job with a self-supporting wage, his case is closed as rehabilitated. The program has advanced from a low of 18 cases closed as rehabilitated in 1922, at an average cost of \$647.08 per person, to a total of 2,031 in 1946 at an average cost of \$220.00 per person. It is evident that it costs less to rehabilitate a person for life than it does to maintain him at public expense for 12 months.

#### CASE STATUS AND EXPENDITURES OF VOCATIONAL REHABILITATION SERVICE

Case Status	1943-44	1944-45	1945-46
1. Case load at beginning of year-----	3,485	2,915	3,733
2. New cases during year-----	2,431	3,381	3,119
3. Total case load for year-----	5,866	6,296	6,852
4. Closures during year-----	2,854	3,171	4,382
a. Cases rejected-----	701	139	98
b. Cases not accepted-----	554	534	380
c. Cases not rehabilitated-----	15	19	29
d. Cases rehabilitated-----	1,584	1,865	2,031
(1) With training-----	566	376	393
(2) Without training-----	1,018	1,489	1,638
5. Case load at end of year-----	2,915	3,733	4,311
a. Cases reported-----	288	303	267
b. Cases interviewed-----	1,210	1,581	2,148
c. Cases with plans completed-----	732	698	655
d. Cases receiving physical restoration-----	111	358	434
e. Cases being fitted with prosthesis-----	60	98	110
f. Cases in training-----	335	477	486
g. Cases awaiting employment-----	53	2	0
h. Cases in employment-----	48	70	89
i. Cases with service interrupted-----	78	99	68
6. Total Expenditures-----	\$204,426.02	\$381,875.67	\$446,844.38
a. Local-----	19,252.22	10,617.59	1,889.14
b. State-----	54,845.65	*101,376.37	*150,510.74
c. Federal-----	130,328.15	269,881.71	**294,444.50
7. Average Case Cost-----	129.06	205.00	220.00

\*\*Includes Rehab. Maintenance.

\*Includes War Disabled Veterans.

All costs have increased during this period. Some services have increased to an alarming degree. This will of course operate to limit the number of persons served as there is little hope that appropriations from the State and/or Federal level will be increased rapidly enough to cope with increased demands for services and phenomenal increases in the cost of such services at the same time.

At the present time the Division is actively working with 4,892 physically impaired persons.

### III

## Historical Review and Recommendations for Improvement

### HISTORICAL REVIEW Early History

Although North Carolina was among the first of the states to make provision for the establishment of public schools, the development of a system of schools wherein an equal opportunity is provided for every child living within the boundaries of this State to secure an education was very slow. And although the educational advantages afforded the children of this State now are greater in every way, the ideal of an "equal educational opportunity" for all the youth of the State has by no means been reached. Notwithstanding this fact, the story of public education in North Carolina is one of the most interesting and inspiring phases of her growth and development.

The Constitution of 1776 provided "that a school or schools shall be established by the Legislature for the convenient instruction of youth . . . and all useful learning shall be duly encouraged and promoted in one or more universities." Despite this early provision of the State Constitution, which was continued in the revised Constitution of 1835, no legislative action was taken except the chartering of the University in 1789, its organization in 1792, and the creation of the Literary Fund in 1825. until January, 1839, when the law providing for the establishment of a system of public instruction was enacted. It was not until December 4, 1852, more than ten years later, that provision was made for the appointment of a person to supervise and direct the system of schools which had been authorized by law. Prior to this time, the schools that had actually been established, were left largely under the control of local officials. Most of the legislation enacted was permissive in character. No provision was made for reports, and consequently no statistical information concerning the schools for these early years is available.

Due largely to the untiring labors of Calvin H. Wiley, who served 13 years as the first State Superintendent, to his genius for leadership and organization, and to his philosophy that public education is the only sure and safe foundation in a democratic society, the State public school system was finally established.

According to historians, North Carolina at the beginning of the War Between the States in 1861, had one of the best systems of public schools in the nation. Statistics for this year show that there were: six colleges with 2,400 students; 350 academies with 15,000 students; and 4,000 public schools with an enrollment of 160,000 pupils.

By an act of the Legislature, the office of Superintendent of Schools was abolished on March 10, 1866. And thus came to an end a system of schools for which provisions for financial support had been made by a combination of local taxation and income from the Literary Fund for educating the youth of the State.

### 1868 to 1877

The Constitution of 1868 provided for a State Board of Education and "for a general and uniform system of Public Schools, wherein tuition shall be free of charge to all the children of the State between the ages of six and twenty-one years."

Under this new fundamental law the Rev. S. S. Ashley, who had come to the State three years before, was elected to head the State educational system. He served in this capacity until October 1, 1871. Due to the many obstacles in the way of establishing a system of public schools—lack of money, opposition to taxation, lack of competent teachers, and prejudice against Negro education—not much progress was made during Ashley's administration.

Alexander McIver of Guilford County was appointed by Governor Caldwell to succeed Ashley, and he served until he was defeated for re-election by Stephen D. Pool. The approximately three years of McIver's administration as State Superintendent were marked by little improvement in the public school situation. The schools operated from two to four months, but in many instances no schools at all were conducted.

Stephen D. Pool, of Craven County, took the oath of office on November 19, 1874, and served until June 30, 1876, when he was forced to resign on account of the fact that he had defaulted in the payment of moneys due the Peabody Fund for which he was acting as agent at the same time. His nearly 18 months' administration was largely a continuation of the policies of his predecessor, Alexander McIver. The people were still apathetic toward education and the public schools, therefore, languished.

John Pool, Stephen's cousin, was appointed by Governor Brogden to serve from July 1, 1876 to January, 1877. He repeated

the recommendations made by his immediate predecessors, and expressed the opinion that the schools could be improved by sending the State Superintendent to study the system in other states.

### 1877 to 1901

The next 24 years, from 1877 to 1901, of the office of State Superintendent is characterized by the names of three men: John C. Scarborough, who served two terms, one of eight years from 1877 to 1884, and a second of four years from 1893 to 1896; Sidney M. Finger, who served eight years from 1885 to 1892; and Charles H. Mebane who served from 1897 to 1900.

Although school progress during this period was slow, a number of provisions were made for the improvement of public education. Among these the more important were perhaps the following:

1. Gradual increase in the revenue authorized for schools (1877-1900).
2. The provision for summer schools, normal schools, and teachers' institutes (1879-1881).
3. The voting under legislative authority of special taxes in towns for the establishment of graded schools (1875-1885).
4. The creation of county boards of education (1885).
5. The creation of the office of county superintendent (1881).
6. The provision making mandatory a levy of special taxes for the support of a four-months school term by the commissioners in case the uniform levy was insufficient. This provision was held unconstitutional by the Supreme Court in the *Barksdale vs. Sampson County case* (1885).
7. A State appropriation of \$100,000 to be apportioned to the counties on the basis of population was made (1899).

### 1901 to 1918

The history of the development of public education during this present century got off to a good start under the administration of Governor Charles B. Aycock. In his campaign he declared it would be his aim to aid the cause of education if he were elected. In part fulfillment of his promises to the people he called a conference of the educational leaders of the State. As a result of this conference an educational campaign was inaugurated with a committee in charge entitled "The Central Campaign Committee for the Promotion of Public Education in North Carolina."

The committee, composed of Governor Aycock, State Superintendent Thomas F. Toon, who had been elected at the same time, and Dr. Charles D. McIver, chairman of the campaign committee of the Southern Education Board, and other leaders, planned for the general improvement of the educational opportunity of the youth of the State. Early in the campaign, February 10, 1902, State Superintendent Toon died, and James Y. Joyner, Professor of English in the then State Normal and Industrial College at Greensboro, now Woman's College of the University, was appointed to succeed him.

Joyner served as the State Superintendent of Public Instruction for nearly 17 years, until January 1, 1919. During his incumbency the schools made much progress. A few of the highlights of this period were the following:

1. The number of local tax districts was greatly increased.
2. Many districts were consolidated into larger districts.
3. Many new schoolhouses were erected.
4. The equalization fund of \$100,000 was started and increased in later years.
5. The Literary Fund was converted into a revolving fund to be used as a loan fund for the erection of school buildings.
6. State aid was provided for the establishment of rural libraries.
7. The State Department of Public Instruction was strengthened and authority was given for the issuance of bulletins.
8. The State Association of County Superintendents was organized (1905).
9. The establishment of rural high schools was authorized, and an appropriation of \$45,000 was made to aid in their maintenance (1907).
10. The school term was lengthened by the effect of the reversal of the opinion of the Supreme Court decision of 1885 (1907).
11. An improved compulsory attendance law was enacted (1913).
12. Children under 12 years of age were prohibited by law from being employed in factories except as an apprentice and only after they had attended school at least four months during the year (1913).
13. A Statewide law based on the Guilford County Act providing for the teaching of agriculture and domestic science in the high schools was passed (1913).

14. Legislation permitting counties to issue bonds upon favorable vote by the people to build schoolhouses was enacted.

15. A new certification scheme designed to improve the training of teachers was set in motion (1917).

16. Provision was made for submitting to the voters of the State the question of amending the Constitution to extend the minimum school term to six months (1917).

### 1919 to 1923

Dr. E. C. Brooks, Professor of Education in Trinity College, now Duke University, was appointed State Superintendent of Public Instruction by Governor Bickett on January 1, 1919, and served until June 11, 1923.

During this period the public schools made noticeable progress. Perhaps the most outstanding facts during these  $4\frac{1}{2}$  years were the following:

1. The effective year of the six-months school term amendment (1919-1920).

2. The inauguration of salary schedules for teachers, principals and superintendents, and the strengthening of the certification regulations, including a plan for standardizing the teacher training facilities in the normal schools and colleges of the State (1920-21).

3. The first two \$5,000,000 special building funds to be loaned to the counties for the erection of schoolhouses (1921 and 1923), thus stimulating the erection of many modern buildings for school purposes.

4. The increase in staff personnel of the Department of Public Instruction.

5. The decrease in number of districts and a corresponding increase in larger school instructional areas by consolidation in accordance with a countywide plan of school organization thus resulting in a decided decrease in the number of small schools.

6. The beginning of transportation at public expense.

7. A recodification of the public school laws.

8. The beginning of vocational education under the provisions of the Federal Smith-Hughes Act. The State Board for Vocational Education was created with the State Superintendent as executive officer.

### 1923 to 1934

A. T. Allen, Director of the Division of Teacher Training for the State Department of Public Instruction, was appointed by

Governor Morrison as State Superintendent of Public Instruction and took office on June 11, 1923. He died while serving in this position on October 20, 1934.

During his more than 11 years service the public schools made remarkable progress. This period also witnessed the depths of the depression and consequently much retardation in school improvement. Perhaps the most outstanding facts during these years are the following:

1. The continuation of the building program under the stimulation of two additional special building funds, \$5,000,000 and \$2,500,000 (1925 and 1927).
2. The introduction by law of the countywide plan of school organization (1924).
3. The emphasis upon better elementary schools and their standardization.
4. The improvement in the training of teachers, including a scheme for rating the teachers employed in a unit.
5. The revision of the school curriculum.
6. The introduction of a monthly paper, **STATE SCHOOL FACTS**, for the dissemination of information about the schools.
7. An increased emphasis upon library facilities, with the addition of a person to the Department staff in charge of school libraries.
8. An increase in the Equalization Fund to \$5,250,000 and a tax reduction fund of \$1,250,000 (1930-31).
9. The assumption of the support of the six-months school term by the State, supported by a direct appropriation of \$11,500,000, a 15-cent property tax levy estimated to yield \$4,350,000, and \$1,320,000 from fines, forfeitures and penalties. In addition an appropriation of \$1,500,000 was made toward the support of the extended term in schools operating eight months.
10. The provision for a State-supported uniform eight-months school term on State standards (1933).

### **1934 to the Present**

When the present incumbent was appointed to the office of State Superintendent of Public Instruction on October 24, 1934, the State had just started on the second year of its eight-months term program at State expense. The appropriation for the operation of that first year's program was \$16,000,000, and this sum, plus \$2,296,364 from fines, forfeitures, penalties, and other local funds—a total of \$18,296,364—was the amount of money expended for the current operation of the public schools.

Since that low point in our recent history, the public schools have fared better at each subsequent convening of the General Assembly. The trend both in funds made available and in expanded opportunities provided for the children of the State has been upward and outward. Public education is more fully realized now as a State function than ever before.

The annual State appropriation for the support of the regular school program has increased every year, as follows:

1934-35	\$16,000,000
1935-36	20,031,000
1936-37	20,900,000
1937-38	24,396,367
1938-39	24,986,160
1939-40	25,941,313
1940-41	27,000,000
1941-42	28,158,324
1942-43	29,454,233
1943-44	37,062,874
1944-45	38,140,941
1945-46	41,360,374
1946-47	41,997,738

In addition to this particular appropriation, the appropriation for vocational education has increased from \$146,000 in 1935-36 to \$1,257,427 for 1946-47. Then, too, the appropriation for the purchase of school buses was separated from the regular support with a \$650,000 appropriation for each of the years for the 1943-45 biennium and \$1,338,764 and \$960,000 respectively for 1945-46 and 1946-47.

Other significant advances made during this period have been the following:

1. The establishment of a rental system of textbooks in 1935.
2. The provision for free basal textbooks for grades 1-7 in 1937.
3. The provision for voting taxes for supplementing school purposes in districts having a school population of 1,000 or more in 1939.
4. The establishment of a retirement system for all teachers and other State employees in 1941.
5. The provision for the introduction of a 12-year program of instruction in lieu of the 11-year plan in 1942-43.
6. The provision for a single State Board of Education to take the place of five existing State agencies in 1943-44.

7. The extension of State support to a nine-months school term in 1943-44.

With free textbooks now furnished to all elementary school children; with transportation at State expense for approximately 350,000 pupils; with nearly 1,000 high schools in which more than 129,000 boys and girls are enrolled; with library facilities increased to more than 3,000,000 books; with many modern and adequately equipped buildings valued at nearly \$130,000,000 located throughout the State; with vocational education greatly expanded; and with the curriculum extended to a 12-year program on the basis of a nine-months term—surely it can be said that educational opportunities in North Carolina have been greatly expanded.

There are many needs, however, that should be met before we can say that we have provided our boys and girls with adequate educational opportunities. Since I realize that all of the needs that may be desired cannot be obtained during any one session of the General Assembly, I am indicating, only those few, which I think should be presented at this time, and which also, it seems to me, have possibilities of fulfillment.

### RECOMMENDATIONS

For the consideration of the General Assembly of 1947, I am making the following recommendations:

1. **Increase in Salaries of School Personnel.** The General Assembly of 1945 made provision for some increase in the salaries of teachers and other school employees, but this increase did not correspond to the rising cost of living. Consequently, a large number of our best trained teachers have left the profession to take more remunerative jobs.

A recent survey shows that the 1946 output of beginning teachers from North Carolina colleges was only 52 per cent of the 1941 output. This survey also shows that fewer students are selecting teaching as their life work.

According to the audit of State funds for 1945-46 the 22,810 classroom teachers received an average salary of \$1,467.47. Principals, the report shows, received an average of \$2,569.51 this year.

In its request for funds to the Advisory Budget Commission, the State Board of Education has included a twenty per cent increase in salaries of all school personnel. The legislative committee of the North Carolina Education Association has adopted

a program in favor of increased salaries commensurate with the rise in living costs.

I realize that there will be heavy demands on the General Assembly to appropriate as much as possible to both well established bureaus, departments and institutions as well as for new undertakings, such as the recently adopted Good Health Program. After considering all these factors, I am of the opinion that the General Assembly of 1947 should appropriate for schools every dollar that can be found and I shall advocate before the appropriation committee that such action be taken. It is not a question of percentages. We have got to pay what it takes to get good teachers for North Carolina, and we won't overcome this present teacher shortage until this is done. I hope, therefore, that the State appropriation for public schools will be a great deal higher than that recommended by the State Board of Education in order to increase salaries of teachers and to encourage young people to enter the profession.

**2. Increased Retirement Benefits.** At the present time a deduction of four per cent from the salaries of all State employees including the teaching personnel is made for retirement purposes. This four per cent is matched by the State. Under the law most teachers who retire at the age of 60 or 65 years because of the low salaries that have been paid receive a very small monthly retirement benefit. During these times of inflated values these allowances appear and are smaller than ever. In keeping with the rise in living costs, I believe we should increase the salary deduction to five per cent with provision for a similar increase in State matching funds, thus making it possible for larger benefits to be paid to teachers and other school employees when they retire.

There are a number of other changes in the retirement law, which, if made, will improve its administration in relation to those who apply for retirement benefits. These suggested changes will be presented to the General Assembly by the Retirement Board of Trustees through its Executive Secretary. Since I am also a member of that board, these recommendations need not be repeated here.

**3. More Liberal Allotment of Teachers.** North Carolina has the largest number of pupils in average daily attendance per teacher in the nation, 29.7 in 1943-44. The national average for that year was 23.7. In adjoining states the figures were: Virginia 26.5, Tennessee 25.3, Georgia 23.9, and South Carolina 24.1.

In order, therefore, that the over-crowded conditions in the classrooms may be relieved; that programs of physical education, recreation, art, music, and guidance may be provided; that more attention may be given to the physically handicapped; and that other worthwhile additions may be made to the curriculum,—I believe the number of pupils as used as the basis for the allotment of teachers should be reduced. Many North Carolina teachers, especially in the elementary grades, have too many pupils under their direction for good teaching situations. Teachers cannot give as adequate instruction to 40 pupils (enrollment) as they can to 25. One of the next steps in the improvement of instruction is to reduce the number of pupils per teacher. This, of course, means that there must be an increase in the appropriation in order to pay the additional teachers that would be necessary.

**4. Supervisors of Instruction.** North Carolina has 23 supervisors of instruction, all paid from local funds. The State budget in accordance with law makes no provision for the supervision of instruction. Nor can the local units levy taxes for the employment of supervisors except by a vote or through the use of fines, forfeitures and penalties or other non-revenue receipts.

Now that the State is providing nearly \$50 million for the support of the public schools, it would seem for the better and more efficient use of that part of this State's money that goes directly into instruction that the question of providing supervision from these same funds would be a matter of course. Superintendents are not trained for, nor do they have the time, for personally carrying on a supervisory program. Neither are principals adequately fitted or trained for this type of work. A supervisory program should be promoted from the office of the superintendent and the work should cover all schools within a unit, not just a few. There should be a well-defined instructional program in each unit with a well trained person to correlate the program. As it is now, each school in those units that do not have supervisors, is a "law unto itself"; and consequently we have some good work, some mediocre work, and much poor work in our schools.) If we are to get the maximum worth of the money spent for instructional service, then we should spend a little more and get this maximum benefit. The State Board of Education has requested the sum of \$225,000 annually for this purpose. Personally, I think this amount is adequate; and I hope the General Assembly will include it in the appropriation for the support of the nine months school term.

**5. A More Adequate Program of Health in the Schools.** North Carolina's Good Health Program has been launched with the general support of a majority of the people. To my mind, the projection of the program contemplated by the General Assembly and other organizations will have far reaching significance to the life of our State. Indirectly, it will eventually materially affect the schools, and when finally in operation, the medical, hospital and clinical services contemplated will make facilities available for the school children of the State.

Right now, however, even before this program gets under way, there is a need for personnel trained for rendering health services to school children and correlating health work in the schools with other agencies or with persons engaged in remedial aid. All school teachers should be given an inservice course in health education, safety and health services. In order to be effective such a program should be continuous. Examinations of pupils should be periodical, and all remedial defects found should be corrected either through public health agencies or by the family physician.

In order to initiate a program of this kind, the State Board of Education has requested that \$50,000 annually for the next two years be added to the appropriation for the support of the public schools. Believing that the needs in respect to school health will never be met adequately until we employ persons other than teachers, who have the required training, to give special attention to matters of this kind, I heartily support this request, both as a member of the Board and as State Superintendent of Public Instruction. I sincerely hope that the request for this small additional fund will be granted in order that a "school good health program" may be inaugurated simultaneously and run concurrently with the contemplated State Good Health Program.

**6. Attendance Officers.** The General Assembly of 1945 extended the compulsory school attendance age to 16 years. No additional provision was made, however, for the enforcement of the law. At the present time, therefore, local provision has been made in 54 units for school attendance workers. In the other 117 units the superintendent of public welfare is the attendance officer; and this person in most instances has so many duties in connection with that office that school attendance problems are neglected. The work relating to school attendance should be separated from that of the welfare officer and additional attendance officers should be employed to work in units where there

are no officers of this kind. In order to coordinate and supervise this work, a person to work in the State office should also be employed. Requests have been made, \$200,000 for local officers and \$7,608 for maintaining the State office, by the State Board of Education to the Advisory Budget Commission. I trust that when these requests come before the General Assembly, they will be approved.

**7. Special Education.** A request for an additional \$8,184 for the Department of Public Instruction with which to set up a Division of Special Education has been made. It will be our purpose, if this additional money is appropriated, to employ a person whose duties it will be to work among the schools, advising with teachers and others as to the best way to meet the educational needs of handicapped children. In some units there may be a sufficient number of pupils to justify the employment of a special teacher. In other cases special types of instructional service will be recommended. The general notion will be to give special attention to those who would profit more by special training which the regular teacher is neither prepared nor has the time to give. I think we owe these handicapped children this special attention, and I believe the little that we are asking to be spent in this way will save even larger amounts when no doubt some of them will require institutional care. I hope, therefore, that this request will be granted.

**8. Building Needs.** A recent survey made under the direction of the State Board of Education shows the need of \$100,000,000 worth of new school buildings. The report proposed and the Board approved a plan for the State to participate in a five-year school construction program to the extent of \$25,000,000. It is proposed that this \$25,000,000 State aid be provided as an equalization fund to be distributed to the counties on the basis of need.

In making this proposal the committee found that further rural consolidation of schools should be made. In one county, for example, there are 31 one-teacher schools. The committee also pointed out the wide variation in the taxable property in the various units—from \$953 per school child in Ashe to \$11,000 in Durham.

At present the entire cost of schoolhouse construction is borne by the local unit. Due to the low valuation of taxable wealth in relation to the number of children to be educated in a number of counties the erection of needed buildings cannot be financed

without undue burden. If these children are to receive an adequate educational opportunity in terms of plant facilities, then the State must aid in some way. I am of the opinion that the method proposed and recommended by the State Board of Education is sound. I hope, therefore, that the General Assembly will provide the funds with which to launch this much needed school building program.













